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ABSTRACT

The purpose of this project was to continue the development and establishment of competencies to prepare teacher educators to work with vocational teachers who teach disadvantaged students. During the project, a list of competencies needed to assist teachers in working with disadvantaged students was developed, along with a list of competencies that are most needed for inservice training. A library of resource materials and resource persons also was established. Six seminars for teacher educators in Pennsylvania and two two-day inservice sessions for master teachers from the local education agency were conducted. Finally, an assessment instrument was developed to be used in evaluating the application of the identified competencies and to monitor individual programs. The resulting reports and curriculum materials were disseminated to the Pennsylvania Bureau of Vocational Education, to vocational educators, and to curriculum developers. (Extensive appendixes to this report include a bibliography, references, a study of disadvantaged youth, tips for diagnostic assessment of disadvantaged students, guidelines for teachers working with disadvantaged youth, seminar and workshop materials, and competencies needed for working with these students.) (KC)

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FINAL REPORT

DISADVANTAGED SERVICES
(Contract Number 94-5002)

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Center for Vocational Personnel Preparation

INDIANA UNIVERSITY OF PENNSYLVANIA

INDIANA, PENNSYLVANIA

September, 1985

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BUREAU OF VOCATIONAL EDUCATION

VOCATIONAL PROGRAM SUPPORT SERVICES SECTION

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94-5002: DISADVANTAGED SERVICES

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7/1/84 to 6/30/85

The purpose of this project was to continue the development and establishment of competencies to prepare teacher educators to work with vocational teachers who teach disadvantaged students.

Objectives

1. To integrate specific activities into the teacher education curriculum and delivery system to enable staff members in the teacher certification program (STE, FRP, SRP) to develop competence in working with disadvantaged youth and adults.
2. To provide staff development activities to incorporate the identified competencies into the preparation of vocational teachers and teacher educators who will assist classroom teachers in working with the disadvantaged population.

Outcomes

1. A list of competencies needed to assist teachers in working with the disadvantaged student was developed.
2. A list of competencies that constitute the greatest need for inservice training was developed.
3. A library of resource materials and resource persons was established.
4. Six seminars for the teacher education staff were conducted.
5. Two 2-day inservice sessions for master teachers from the local education agency were conducted.
6. An assessment instrument was developed to be used in evaluating the application of the identified competencies and to monitor individual programs.

Audience

The resulting reports and curriculum materials are useful to the Bureau of Vocational Education, vocational educators and curriculum developers.

Published Materials

- * Final Report.

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DISADVANTAGED SERVICES

Over the past eight years, there have been significant increases in the number of disadvantaged students participating in vocational education programs. Nationally the disadvantaged students represent 15.3% of all students enrolled in vocational programs. Presently, the Commonwealth of Pennsylvania is serving approximately 40,000 disadvantaged youth in rural, urban and suburban areas. The need exists to identify and incorporate pedagogical competencies into both preservice and inservice training to meet the needs of vocational educators who assist disadvantaged youth and adults.

A program planning and development session was conducted at the IUP Center during the 1983-84 academic year. Faculty representing the areas of Disadvantaged, Teacher Education; Disadvantaged, Administrative Education; Educational Equity; and Outreach were present. The faculty were engaged in a force field analysis of the existing Professional Personnel-Disadvantaged Program. The areas of curriculum, instruction, and general professional development were examined in relation to various target populations (i.e., preservice and inservice vocational teachers, preservice and inservice vocational administrators, and vocational teacher educators). The process undertaken was comprehensive in that all content areas and a wide range of vocational education professionals (i.e., teachers, counselors, co-op coordinators, administrators-vocational, administrators-comprehensive) were considered independently. The analysis helped to identify various materials/training gaps needed by teachers who service the disadvantaged population and led to the development of the project plan.

Methods

The intent of the project was to: (1) integrate specific activities into the teacher education curriculum and delivery system to enable staff members in the teacher certification program (STE, FRP, SRP) to develop competence in working with disadvantaged youth and adults; and (2) to provide staff development activities to incorporate the identified competencies into the preparation of vocational teachers and teacher educators who will assist classroom teachers in working with the disadvantaged population.

A review of literature was conducted to determine specific areas of concern in preparing teacher educators who must assist classroom teachers who have disadvantaged students in their classes (See Bibliography, Appendix A). Information produced by the review was condensed into four major areas. Those areas were: (a) orientation to the disadvantaged as learners (b) methods of evaluation and assessment (c) programming strategies and teaching techniques and (d) school and community resources.

The following terminal objective was then selected to fulfill the project's goals: "In an actual school situation, assist a teacher in planning appropriate educational experiences for a disadvantaged student." Several process-type enabling objectives were then developed to help staff members further progress toward achievement of the terminal objective. The enabling objectives were:

1. After completing the required reading, and viewing a slide presentation, demonstrate knowledge of characteristics exhibited by disadvantaged learners.
2. After completing the required reading and viewing a slide presentation, demonstrate knowledge of formal and informal assessment techniques teachers can use with disadvantaged learners.
3. Given a case study describing how a teacher identified a disadvantaged student enrolled in her class, critique the performance of that teacher.
4. After completing the required reading and viewing a slide presentation, demonstrate knowledge of teaching strategies teachers can employ when working with disadvantaged students.
5. Given a case study describing how a teacher developed two teaching strategies for a student with reading problems, critique the performance of that teacher.
6. Given a case situation of a hypothetical teacher who has a disadvantaged student in his class, describe how you would assist the teacher in devising two programming strategies she/he can use to help the disadvantaged student.
7. After completing the required reading and viewing a slide presentation, demonstrate knowledge of school and community support groups which can assist teachers with disadvantaged students in their classes.
8. Given a case situation describing how a teacher involved school resource persons to assist a disadvantaged learner, critique the performance of that teacher.

Four additional enabling objectives were developed to facilitate training for the teacher education staff. These enabling objectives were designed to improve skills staff members employ in their roles as advisors or "helpers" for vocational instructors. The four additional enabling objectives were:

9. After completing the required reading, demonstrate knowledge of 5 types of conferences teacher educators can use to help instructors improve their teaching effectiveness with disadvantaged students.
10. Given a case study describing a vocational instructor's teaching performance with disadvantaged students, identify the appropriate conferencing technique a teacher educator should employ to help the teacher improve her effectiveness.
11. After viewing a videotape of a conference between a vocational instructor and his school resource person, critique the school resource person's performance.
12. In an actual school situation, demonstrate use of appropriate conferencing techniques to assist a vocational instructor who needs teaching strategies for disadvantaged students.

A card file of library resource materials was initiated. These references are listed in Appendix B.

Training materials were developed, identified, or secured and used in training the teacher education staff (Appendix C). Six weekly seminars were conducted for field resource persons. Two, 2-day inservice sessions for master teachers from the local education agency were planned. The first was held on August 5-9, 1985 at IUP, Pierce Hall. 35 school resource persons attended the workshop. Materials developed for the workshop can be found in Appendix D.

The second seminar was planned for May 10 and 11 at the Conley Motel in Butler, PA. Information about the second workshop can be found in Appendix E. It should be noted that this workshop was postponed due to the small number of registrants. Four school resource persons registered to attend the seminar. Because of the small number of interested teachers from IUP's adjunct faculty, the workshop agenda was placed on "hold" and will be re-scheduled at a future date. This date will be identified in the near future.

Analysis

The following criteria/standards were used to document attainment of goals.

1. A list of competencies needed to assist teachers in working with the disadvantaged student will be developed.
2. A list of competencies that constitute the greatest need for inservice training will be developed.
3. A library of resource materials and resource persons will be established.
4. Six seminars for the teacher education staff will be conducted.
5. Two 2-day inservice sessions for master teachers from the local education agency will be conducted.
6. An assessment instrument will be developed to be used in evaluating the application of the identified competencies and to monitor individual programs.
7. Actions plans will be developed for each staff member.

Criteria/standards 1, 2, 3, 4 and 6 were met in their entirety. One 2-day inservice session for master teachers was conducted. No action plans were developed.

Conclusions and Recommendations

Additional teacher educators sessions need to be planned for 1985-86 and action plans developed. The action plans need to be directed toward providing the teacher educators with the skill needed to help vocational teachers learn to promote acceptance of self, to model desired behaviors and to design cognitive and performance criterion-referenced tests. Teacher materials which prepare teachers to integrate reading, writing and mathematics into the

vocational curriculum need to be identified.

Dissemination

A series of one-credit outreach courses to be offered in the IUP service region during 1985-86 will be the vehicle for dissemination of the results of this project.

APPENDIX A

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APPENDIX C

INTRODUCTION

Ernest G. Cole

The "disadvantaged" account for approximately fifteen percent of the nation's youth. This population consists of young people primarily of low socioeconomic status and cuts across all racial and cultural groups. Regardless of ethnic background or geographic location, these disadvantaged youth exhibit similar characteristics. The National Committee on Employment of Youth (1969) identified such similarities as low family income, low parental education, low reading ability, and limited vocabulary.

Feck (1971) explains that family and environmental factors adversely affect youth from low socioeconomic groups and inhibit or limit their educational and occupational development. These disadvantages affect their attitude, physical and mental health, as well as their educational and occupational aspirations and achievements. Often, disadvantaged youth develop negative attitudes toward themselves and others.

Possessing cognitive, psychomotor, and affective deficiencies, these disadvantaged youngsters enter the traditional educational system unable to succeed and soon become disillusioned and frustrated by it. This frustration manifests itself through academic failure, hostility, and truancy, or passivity and apathy toward life and education in general. The question which must be asked is: what can we as vocational educators do to assist these disadvantaged youngsters develop a more positive attitude toward education?

Gordon (1969) suggests that the overriding requirement of teachers of disadvantaged students is for an attitudinal commitment to the expectations that these students can learn and that the teacher can create the necessary conditions for their effective learning. The teacher, as a significant person who can be respected as a person and from whom the student can perceive respect and high expectation, may be the most important factor the school can bring to bear on the education of the disadvantaged, or for that matter, any student.

A number of research studies have been conducted which have examined the effects of teacher attitudes on the educational success of disadvantaged youngsters. The following three conclusions can be drawn from these studies:

1. The attitude of teachers toward teaching disadvantaged students is a major factor in determining the success of these students in the educational process.
2. In-service training concentrating on the identification of disadvantaged pupils and the methods used to teach them, coupled with direct experiences working with the disadvantaged population, can be effective in improving teachers' attitudes and skills in dealing with these pupils.
3. The disadvantaged student's attitude toward schooling becomes more positive as the teacher's attitude toward, and knowledge about, teaching the disadvantaged becomes more positive.

This instructional handbook has been developed to provide vocational educators with a tool to help improve their knowledge about the educationally disadvantaged as well as to provide technical assistance in teaching these youngsters. It has been organized into five chapters. Each chapter represents one of the five competencies considered essential for vocational teachers to be successful in educating the disadvantaged.

Chapter 1

IDENTIFICATION OF THE EDUCATIONALLY DISADVANTAGED

Robert Sottilaro

Chapter Objectives:

Upon reading this chapter the reader will be able to:

1. define what is meant by the term "educationally disadvantaged student";
2. identify characteristics common to the educationally disadvantaged;
3. identify methods which may be used to identify and screen potential educationally disadvantaged students.

The Vocational Education Act of 1963 (P.L. 88-210) specifically included vocational education for those with special educational handicaps. This act directed that vocational training be provided to students who have special needs related to disadvantaged or handicapped conditions.

In 1968, the federal government further required that States provide at least 25% of the basic State grant funds for the services and programs for the disadvantaged or handicapped students who could not succeed in regular programs without special educational assistance. This added recognition came from the Vocational Education Amendments of 1968.

The Education Amendments of 1976 (P.L. 94-482) required that 30% of the basic State grant funds be spent for the needed special services in vocational education as "excess costs" over "regular" students. Subpart 4 - Special Programs for the Disadvantaged, Section 140 of the same Education Amendments of 1976, also authorized grants to States with areas of high concentrations of youth unemployment and school dropouts, and to be used to pay the full cost of vocational education for disadvantaged persons.

In New Jersey, Article II of the New Jersey Laws of 1975, Chapter 212 (Thorough and Efficient) mandated that programs and supportive services be provided for all pupils, especially those who are educationally disadvantaged or who have special educational needs. The intent of this law is to have all children prepared to function politically, economically and socially in a democratic society.

Educationally disadvantaged students have generally been described as those students (other than classified handicapped students) who, due to inadequate educational preparation, lack the academic competence needed to succeed in regular educational programs. Some of these students withdraw from the educational mainstream and become passive or apathetic toward the education in general, while others develop an antagonistic or defiant attitude toward the educational system and express this attitude through outward rebellious behavior. Most often these students have already dropped out of school psychologically and it is only a matter of time before they drop out officially.

Local school districts, depending on size, location, and student population, differ in the bureaucratic procedures used in identifying educationally disadvantaged students. The majority, however, use the same basic identification criteria:

1. Poor overall academic standing and two or more years below grade level in reading, writing, and/or mathematical skills.
2. Poor attendance records with frequent tardiness and/or chronic unexcused absences.
3. Disruptive behavior which results in frequent referrals for disciplinary action.

Academic standing is a reflection of student achievement and is usually an excellent indicator of educational disadvantage. In order to confirm educational disadvantage, however, a student's achievement must be examined under the following conditions:

1. Lack of achievement must be evident in most academic subject areas and not be due to a mental, physical, or emotional disability.
2. A comparison of the student's performance on standardized aptitude or intelligence tests and his/her level of achievement - particularly in reading, writing, or mathematics - should reflect a gap of at least two years below grade potential.
3. Achievement test results should be substantiated by academic teacher evaluations and comments.

A number of standardized tests are routinely used by local school districts to measure academic achievement, and the results of these tests can be found on the student's cumulative record. The most commonly used are the:

1. California Achievement Test
2. California Test of Basic Skills
3. Iowa Test for Basic Skills
4. New Jersey Minimum Basic Skills Test

Often educationally disadvantaged students can be found in the compensatory education classes. An important point to remember, however, is that participation in these classes is based on achievement tests results. Achievement tests measure what the student has learned. It does not measure aptitude, which is his/her capacity for learning. Educational disadvantage, therefore, cannot be determined by achievement tests alone.

Attendance, or lack thereof, compounds the effects of educational disadvantage in a student. When a student does not attend class, he/she cannot receive instruction. If the student does not receive instruction, his/her aca-

ademic progress is slowed. As the student's academic progress slows, he/she finds it increasingly more difficult keeping up with the class and begins to exhibit failure. The more the student fails, the less the student wants to attend class.

Attendance records are kept by local districts on all students. This information is usually available through the attendance office or the student's cumulative records. When examining these records particular attention should be given to attendance patterns, such as:

1. Are absences, for the most part, unexcused?
2. Is tardiness a frequent occurrence?
3. Are classes selectively cut, and if so, are those classes reflective of the student's academic deficiencies?

Poor attendance, although a strong indicator of a student's frustration or contempt for the educational process, does not represent educational disadvantage in and of itself. Quite often students have poor attendance due to health or temporary emotional problems. Poor attendance is frequently linked with academic failure or underachievement. It is often a desire on the part of the student to separate him/herself from the educational process.

Behavioral problems are often an outcropping of the student's unsuccessful attempts at achieving in the traditional classroom environment. This is often due to the school's unwillingness or inability to develop and implement appropriate programs and services to meet the unique learning and/or psychological needs of the disadvantaged youngster. The local district is not responsible for the youngster's poverty, neglect, or cultural deprivation. It is, however, responsible for providing the assistance needed by the disadvantaged student in achieving educational readiness, especially in the area of basic skills and social adjustment. It is the frustration brought about through failure that most often results in violence and/or disruptive behavior. This disruptive behavior, however, is only a symptom of an educational disadvantage. It should not be considered the cause. The cause is usually frustration and disillusionment with the educational process.

Since there are no specific requirements or guidelines governing who is responsible for identification of the educationally disadvantaged, it is prudent for local districts to establish their own guidelines and procedures. This identification process should not be based on a referral process of "problem" students alone. There should be a school-wide screening process for early identification of potential educationally disadvantaged students. This should insure that correctional measures will be taken before failure and frustration damage the student's desire to succeed. A vocational teacher, who is concerned about educating young people, should be able to develop a screening process utilizing the information contained in this chapter. Teachers who screen students at the beginning of each school year should be able to identify potential educationally disadvantaged students. This early identification will allow the teacher time to modify or adjust the program to meet the student's needs.

Various studies and surveys indicate that approximately 15% of students between the ages of 14 and 17 can be described as educationally disadvantaged. In New Jersey, over 155,000 educationally disadvantaged students in grades seven through twelve were identified by the State Department of Education in a survey conducted at the end of the 1975-76 school year (York 1977). This figure can be visibly seen by looking at the suspension list of a school district; checking the in-school suspension room; looking in the corridors and bathrooms during class time; finding out who is cutting class; checking the absentee list for any day; observing the discipline problems; and looking to see who is doing poorly or failing their subject. Yes, there are educationally disadvantaged students. They are with us every day. They are a fact of school life which we cannot ignore. They will not go away -- they are our responsibility!

Review Questions

1. What group of students are included in the term "special needs"?
2. Define what is meant by the educationally disadvantaged.
3. List ten characteristics that are common to educationally disadvantaged students.
4. List three methods which may be used as the process to identify and assess the educationally disadvantaged student by a local education agency.

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DIAGNOSTIC ASSESSMENT
OF DISADVANTAGED VOCATIONAL LEARNERS

INTRODUCTION

Once a suspected disadvantaged student is identified, the student is assessed to determine needed instruction and support services. The vocational teacher, along with specialized assessment team members, should be involved in this process.

Both standardized tests and teacher constructed tests are used to measure student characteristics. These tests are used to measure the extent of student knowledge, skill and attitude in basic and vocational education.

The purpose of this learning activity package (LAP) is to: (a) describe the types, assumptions, benefits and cautions of diagnostic tests, (b) describe the role of the vocational teacher in administering vocational tests and (c) assist the collection of diagnostic information about the disadvantaged learner.

A suggested procedure for using the LAP is to review the entire Teacher Competency Sheet. If you then feel that you need additional information about diagnostic assessment tools and techniques, perform the learning activities starting with the information section. However, if you think that you can achieve the performance objective, complete the Test Your Knowledge and evaluate your responses.

Three extended activities have been provided. These experiences will enable you to collect and record additional information about disadvantaged learners.

VOCABULARY:

Assessment: Evaluation using diagnostic tools and techniques to gather pertinent information on the informational, manipulative and/or attitudinal potential or performance of a student.

Criterion-reference: Test constructed to yield measurements that are directly interpretable in terms of specified performance standards.

Diagnostic testing: Collection, analysis and interpretation of information for the purpose of pinpointing student strengths and weaknesses.

Informal information collection: Techniques including teacher observation, interview, questionnaire and documentary analysis that are used to gather descriptive and existing information about the vocational learner.

Norm-reference: Test in which the student's score is compared to the performance of other students taking the test.

Reliability: The degree to which the student score on a single administration of a test is typical of the scores that would be obtained if the test was taken by the same student several times.

Screening: A process of assigning students to programs based upon specific criteria for acceptance and rejection.

Standardized tests: Criterion-referenced and norm-referenced tests that have a rigidly defined set of procedures for administering, scoring and interpreting the tests.

Test Battery: A collection of tests selected to measure specific knowledge, skills and characteristics of students.

Validity: The degree to which the test measures what the test is supposed to measure while remaining unaffected by other influences.

Information Section II

DIAGNOSTIC ASSESSMENT TOOLS AND TECHNIQUES

Diagnostic tests are administered to vocational students to determine areas of strengths and weaknesses. These tests are used to assess the students' basic educational skills, personal characteristics and vocational competence.

Information about basic skills in reading, writing and arithmetic computation is valuable in planning lessons and selecting instructional materials that are in accordance with the academic level of the students. In addition, specific educational deficiencies can be pinpointed for referral to resource personnel.

Personal characteristics of the vocational student include social habits, occupational interests, aptitudes, work adjustment traits, learning styles and learning preferences. Assessment of these characteristics assist in deciding the vocational area of exploration and/or specialization. In addition, the method of instruction can be designed to meet the individual's learning needs.

The vocational competence of a student is assessed to indicate the degree of success in meeting general and specific vocational objectives. General objectives might include measuring, mixing, analyzing, cooperating and interviewing; whereas, examples of specific objectives are identifying specific tools by name, assembling a given tool and following an established safety procedure.

Tests used to gather diagnostic information may be commercially produced or teacher developed. These tests may be classified in accordance with the standard(s) to which the student performance is compared. When student performance is compared to a single standard (criterion), the test is called a criterion-referenced test. In contrast, when a student's score is compared to the scores of a large number of other students, the testing is called norm-referenced. Most commercially produced tests tend to be norm-referenced; whereas, instructor developed tests tend to be criterion-referenced.

Criterion-Referenced Tests

A criterion-referenced test may use a specific level of task performance to which current performance is compared. This standard in vocational education is commonly based on a work standard for entry level occupations.

If a skill is so important that complete mastery is essential, partial learning would not be enough. Only perfect performance would be acceptable. In that case 100% performance would be the criterion. Many vocational instructors apply a 100% criterion to the mastery of safety procedures. After all, 80% mastery might mean the loss of two fingers!

The use of criterion related tests makes these assumptions:

1. The level of performance selected as the criterion is the most appropriate level. Many instructors set unrealistically high standards, thus dooming students to failure.
2. The test accurately measures the content for which the test was designed, (i.e., validity).
3. The way the students perform on the test is typical of performance on the test at other times (i.e., reliability).

Typical criterion-referenced testing tools are as follows:

1. Checklist/Rating Scale. These tools directly involve the vocational teacher in systematically observing the learner's performance and/or attitude.

With an observation checklist and/or rating scale, the vocational teacher checks and/or rates specified criteria (i.e., traits, behaviors or performances). The checklist is useful in assessing the procedure in which a student performs a vocational task, while the rating scale assists in evaluating the quality of resulting products or services.

2. Paper and pencil tests. These tests are usually constructed by the vocational teacher to evaluate the learner's vocational knowledge. The tests are constructed to assess the student's knowledge in relationship to occupationally (i.e., performance) based criteria. In other words, the standards expected by business, industry or labor are the scoring criteria.

Paper and pencil tests are used before and after vocational instruction. Typical test items include multiple choice, true-false, matching and completion.

A detailed description of checklists, rating scales and paper and pencil tests may be found in How to Evaluate Students in a CBVE Program identified in the Reference Section of the User's Manual.

Criterion-referenced testing tools are useful in assessing disadvantaged learners in three different types of vocational education situations. These situations include participation in (a) regular classroom instructional activities, (b) job and work samples and (c) actual work experience programs.

Different individuals may be involved in assessing the student in each of these situations. The vocational classroom teacher would generally assess the student in regular instructional activities that simulate actual jobs and working conditions. A vocational evaluation center coordinator or the vocational teacher may assess the student performing tasks that simulate an actual job or performing tasks that simulate various related jobs. The work experience coordinator or employer would likely assess the student on an actual job under realistic work and environmental conditions.

Criterion-referenced tests provide certain benefits. Selected benefits are as follows:

1. Student performance is measured in reference to specified individual and program outcomes.
2. Specific learner information having instructional value is obtained.
3. Test results can be easily interpreted by the vocational teacher.
4. Economic, social, cultural and academic characteristics of the vocational learner can be taken into account.
5. The tests can be administered as an ongoing part of the vocational program.
6. An unthreatening assessment environment is permitted by assessing the learner in familiar vocational education surroundings.

Although there are numerous benefits, one should also be aware of certain weaknesses. Cautions of criterion-referenced testing include:

1. Results may not be accepted as determiners for disadvantaged program funding or support services.
2. Results might not be valid or reliable due to the dependence on teacher expertise in developing and interpreting the tests.

3. Scoring can be subjective.
4. Tests can be time consuming to construct, administer and interpret.

Norm-Referenced Tests

Any test which ranks the student against classmates or peers can be thought of as a norm-referenced test. Most commercial paper and pencil tests are norm-referenced. Such tests are useful in comparing a school, a class or a student with similar schools, classes or students.

The use of norm-referenced tests makes these assumptions:

1. Educational experiences of the student being assessed and the comparison group are similar.
2. The test accurately measures the content to be assessed (i.e., validity).
3. The test was administered to the local group in exactly the same way the test was administered to the norm group (i.e., in a standardized fashion).
4. Student performance on the test is typical of the performance on the test at other times (i.e., reliability).

Numerous types of norm-referenced tests are available. The most frequently used ones in the public school systems are:

- (a) achievement tests,
- (b) intelligence tests,
- (c) interest inventories,
- (d) manipulative skill tests,
- (e) personality inventories and
- (f) social maturity tests.

Norm-referenced tests provide the following benefits:

1. Student performance is measured in reference to large numbers of similar individuals (i.e., standardization).
2. The results are used to determine a student's eligibility for funding and special services.
3. The tests are generally quick, easy and inexpensive to administer.
4. Reliability is usually above the reliability for criterion-referenced tests.

5. Administration and interpretation is by trained experts.
6. The results are precise and quantitative.

Norm-referenced tests also have weaknesses. The cautions include:

1. The student might not be representative of the normative group of students on which the test was standardized.
2. Each student is compared to other students and not to previous individual performance and program objectives.
3. The test environment may be threatening to the student.
4. Group test results might not be reliable for disadvantaged learners.
5. The prediction of a student's behavior from these tests is usually low.
6. The teacher may not have benefit of diagnostic information that is derived from the test.
7. Results may not be specific enough to help the vocational teacher plan for the learner's needs.

Most norm-referenced tests in the public schools are administered to groups. Unfortunately, disadvantaged students may respond poorly while in a group situation.

Improved testing may occur by individually administering the norm-referenced tests. Benefits of individual administration include (a) the one-to-one relationship between the administrator and student, (b) a less threatening atmosphere and (c) an environment that may be modified in accordance with the student's needs.

Norm-referenced tests can assist diagnosis of a student's learning problems. However, the teacher should view the test with respect to possible limitations. A single score should be given little weight in the diagnosis process.

Furthermore, the vocational teacher should be sure that normative data for the test is representative of the disadvantaged population. If not representative, the standardization criteria will not be valid for disadvantaged learners.

Vocational Teacher's Role As Test Administrator

The vocational teacher will probably not administer many commercially produced, standardized tests that are norm-

referenced or criterion-referenced. Standardized tests are administered, scored and interpreted using a rigidly defined set of procedures. Examples of these tests are in Table 1.

Tests of a vocational nature such as interest inventories, vocational aptitude and manipulation tests may, however, be important factors in program planning and implementation. If the school system has a vocational evaluation unit, standardized tests may be administered there. The vocational teacher should become familiar with the proper interpretation of these test scores so that valid strengths and weaknesses can be identified for disadvantaged vocational learners.

Since the vocational teacher will be primarily involved in administering teacher constructed tests, guidelines for construction, administering and interpreting the tests are identified. Guidelines to consider are:

1. The format should be simple, concise and organized.
2. Items should reflect specific program objectives (i.e., competencies, conditions and standards).
3. Items should be sequentially arranged such as from less difficult to more difficult or follow the instructional process.
4. Scoring criteria should provide diagnostic information that is suitable for planning instruction.
5. A variety of testing techniques should be used.
6. The assessment environment should be unthreatening to the student.

While testing companies may spend much time and money in the construction of standardized tests, the products may not be any more appropriate than the tests that vocational teachers construct. In fact, the information gathered by teacher constructed tests often provides more meaningful results.

Table 1

Standardized Vocational Tests

Achievement

Adult Basic Learning Examination
Wide Range Achievement Test
Sequential Test of Education Progress

Aptitude

General Aptitude Test Battery
Non-reading Aptitude Test Battery
Flannigan Aptitude Classification Tests
Differential Aptitude Tests
Bennett Mechanical Comprehension Test
Revised Minnesota Paper Form Board Test
Minnesota Clerical Test
McDonald Vocational Capacity Scale

Intelligence or General Learning Ability

Slosson Intelligence Test
Army General Classification Test
Otis Quick-Scoring Mental Ability Test
Peabody Picture Vocabulary Revised Beta
Wechsler Adult Intelligence Scale
Haptic Intelligence Scale
Hiskey-Nebraska
Vocational Intelligence Scale for the Adult Blind
Raven Progressive Matrices
Columbia Mental Maturity Scale
Cooperative School and College Ability Tests
Arthur Point Scale of Performance Tests

Interest

Kuder General Interest Survey
Ohio Vocational Interest Survey
Strong Vocational Interest Blank
Picture Interest Inventory
Vocational Interest and Sophistication Assessment Survey
Gordon Occupational Checklist
AAMD Reading Force
Vocational Interest Inventory
Minnesota Importance Questionnaire
Entry Level Job Listing
Geist Interest Inventory
Picture Interest Exploration Survey
Self-Directed Search
Singer/Graflex Pictorial Interest Screening
Wide Range Interest Opinion Test

Performance Aptitude

Crawford Small Parts Dexterity Test
Pennsylvania BiManual Work-sample
Purdue Pegboard
Minnesota Rate of Manipulation Test
Hand-Tool Dexterity Test
Stromberg Dexterity Test
Lincoln-Oseretsky Motor Development Scale
Minnesota Spatial Test
Purdue Perceptual Motor Survey

Personality

Mooney Problem Checklist
Minnesota Multiphasic Personality Inventory
Edwards Personal Preference Schedule
Vineland Social Maturity Scale
AAMD Behavior Adoptive Scales
Adjustment Inventory
California Psychological Inventory
Career Maturity Inventory
16 Personality Test

Physical Screenings

Manuometer (Strength)
Audiometer (Hearing)
Orthorater (Vision)

Reading

Gates-MacGenitie
Gray Oral Reading Test
Stanford Diagnostic Reading Test
Durrell-Sullivan Reading Capacity

Work Samples

McCarron-Dial
Jewish Employment and Vocational Service Work Sample System
Singer Vocational Evaluation System
The MicroTower System
Valpar Component Work Sample Series
Wide Range Employment Sample Test

Test Your Knowledge

DIAGNOSTIC ASSESSMENT TOOLS AND TECHNIQUES

Directions: Write your answer to each question in the space provided. Then compare your responses with the acceptable responses identified on the Answer Key. Each answer is worth one point with a total of 44 possible points. A score of at least 35 (80%) must be achieved. If 80% achievement is not obtained, review information for the questions having unacceptable answers until comprehension of the content is achieved.

1. Define the following assessment terms.
 - a. diagnostic tests: _____

 - b. criterion-referenced tests: _____

 - c. norm-referenced tests: _____

2. What are three assumptions of criterion-referenced tests?
 - a. _____

 - b. _____

 - c. _____

3. Define the following criterion-referenced testing tools.
 - a. checklist: _____

 - b. rating scale: _____

c. paper and pencil test: _____

4. What are three types of vocational education situations in which disadvantaged learners may be assessed with criterion-referenced tests?
- a. _____
 - b. _____
 - c. _____
5. List five benefits of criterion-referenced tests.
- a. _____

 - b. _____

 - c. _____

 - d. _____

 - e. _____

6. List three cautions of criterion-referenced tests.
- a. _____

 - b. _____

 - c. _____

7. What are three assumptions of norm-referenced tests?
- a. _____

 - b. _____

 - c. _____

8. Identify five types of norm-referenced tests.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

9. List five benefits of norm-referenced tests.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

10. List five cautions of norm-referenced tests.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

11. Define standardized test.

- _____
- _____
- _____
- _____

12. Identify five guidelines that a vocational teacher should consider in constructing, administering and interpreting tests.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Answer Key -- Test Your Knowledge

DIAGNOSTIC ASSESSMENT TOOLS AND TECHNIQUES

1. Assessment terms.
 - a. Diagnostic tests: assessment tools that are used to determine a person's strengths and weaknesses including basic educational skills, personal characteristics and vocational competence.
 - b. criterion-referenced tests: assessment tools in which the student's performance is compared to specific performance standards.
 - c. norm-referenced tests: assessment tools in which the student's performance is compared to other students taking the test.
2. Assumptions of criterion-referenced tests.
 - a. the level of performance selected as the criterion is the most appropriate level.
 - b. the test accurately measures the content for which the test was designed or the test has validity.
 - d. the way the students perform on the test is typical of performance on the test at other times or the test is reliable.
3. Criterion-referenced testing tools.
 - a. checklist: an assessment tool in which the student's performance, typically of a procedure, is systematically observed and checked on specified criteria.
 - b. rating scale: an assessment tool in which the student's performance as frequently exhibited through resulting products and services is systematically observed and rated on specified criteria.
 - c. paper and pencil test: an assessment tool to evaluate the student's vocational knowledge in comparison to performance based standards.
4. Criterion-referenced testing situations.
 - a. regular vocational classroom instructional activities
 - b. job and work samples
 - c. actual work or job experiences
5. Benefits of criterion-referenced tests.
 - a. Student performance is compared to specified individual and program outcomes.
 - b. Specific learner information having instructional value is obtained.
 - c. Test results can be easily interpreted by the vocational teacher.
 - d. Economic, social, cultural and academic characteristics of learner can be considered.

- e. Testing can be an ongoing part of the vocational program.
 - f. An unthreatening assessment environment is permitted.
6. Cautions of criterion-referenced tests.
- a. Results may not be accepted as determiners for disadvantaged program funding or support services.
 - b. Results might not be valid or reliable.
 - c. Scoring can be subjective.
 - d. Tests can be time consuming.
7. Assumptions of norm-referenced tests.
- a. Student educational experiences are similar to those of the normative group.
 - b. The test has validity.
 - c. The test was administered in a standardized fashion.
 - d. The test has reliability.
8. Types of norm-referenced tests.
- a. achievement
 - b. intelligence
 - c. interest
 - d. vocational aptitude
 - e. manipulative skill
 - f. personality
 - g. social maturity
 - h. others
9. Benefits of norm-referenced tests.
- a. Student performance is compared to large numbers of similar individuals.
 - b. Results are used to determine a student's eligibility for funding and special services.
 - c. Tests are quick, easy and inexpensive to administer.
 - d. Reliability is usually above the reliability for criterion-referenced tests.
 - e. Administration and interpretation is by trained experts.
 - f. Results are precise and quantitative.
10. Cautions of norm-referenced tests.
- a. The student might not be representative of the normative population.
 - b. Each student is not compared to individual performance and program objectives.
 - c. The test environment may be threatening to the student.
 - d. Group test results might not be reliable for disadvantaged learners.
 - e. Tests have low predictive value of student behavior.
 - f. Teacher might not have access to diagnostic information derived from the tests.
 - g. Results may lack specificity for instructional purposes.

11. A standardized test is a norm-referenced or criterion-referenced test that has a rigidly defined set of procedures for administering, scoring and interpreting the test.
12. Guidelines of test construction, administration and interpretation.
 - a. Format should be simple, concise and organized.
 - b. Items should reflect specific program objectives.
 - c. Items should be sequentially arranged.
 - d. Scoring criteria should provide diagnostic information.
 - e. A variety of testing techniques should be used.
 - f. The assessment environment should be unthreatening to the student.

INFORMAL COLLECTION OF DISADVANTAGED LEARNER INFORMATION

The vocational teacher should attempt to gain a complete description of the disadvantaged learner. An improved understanding can be gained by gathering as much information about the student as possible.

For most vocational students, standardized assessment data and educational records already exist. Additional information can be gathered through the criterion-referenced and norm-referenced tests previously described. However, certain information about the learner may be only accessible through informal information gathering techniques.

Information collected in an informal manner can be used to: (a) supplement referral information, (b) verify characteristics rating scale data, (c) validate standardized assessment data and (d) aid planning of the instructional process.

Selected informal techniques for collecting information about disadvantaged learners are described in the following paragraphs.

Teacher Observation

In addition to using the criterion-referenced observation techniques, the vocational teacher may find the anecdotal record to be of benefit. The teacher writes an objective account usually of critical incidents of the student's behavior and performance. After maintaining this record for a period of time, the teacher analyzes the information for behavioral patterns and then draws conclusions.

Interview

This technique involves orally questioning individuals about the vocational learner. Specific planned questions may be asked about the student's self-image, goals, social relations, home environment, occupational interests, learning styles and learning preferences. Responses to these questions may then be used to personalize instruction for the learner.

Various persons may be interviewed to gather descriptive data about the disadvantaged learner. These individuals include the disadvantaged learner, parents and/or immediate family and peers in and out of school. Information may also be contributed by persons such as social workers, clergymen, physicians, psychologists, youth bureau workers and probation officers who provide services to the student or family. In addition, other teachers, administrators and resource school personnel may be helpful.

Interviews may be conducted on an informal conversation style basis or in a more structured format. In either situation, the vocational teacher should attempt to put the person at ease and assume confidentiality of the information.

This process can often be time consuming and costly. However, the interviewer may conduct the interview in person or by phone and ask questions to clarify the responses.

Questionnaire

A paper and pencil tool called a questionnaire may be used to assess the disadvantaged learner when an interview is not appropriate. Specifically planned questions may be asked and the questionnaire may be mailed or administered to several individuals simultaneously. However, sloppy writing, incomplete data and the lack of opportunity to clarify responses are disadvantages.

Educational Records Analysis

The teacher gathers and records data for this method from existing student records such as tests, cumulative files, observation records and work experience records. Information that should be identified is as follows:

1. Identifying Information: name, address, phone number, age, date of birth, parent/guardian names, number of siblings, sex, school, grade placement, ages of siblings and occupations of parents/guardian.
2. Physical History: health history including serious accidents or illnesses, diseases, pregnancy, muscular problems and medications; present health including energy and activity levels, eating and sleeping habits, drug or alcohol related problems and current treatments.
3. Psychological Information: intelligence scores including achievement, aptitude and perceptual motor; and personality scores including characteristic profiles and interest inventories.
4. Educational History: student's courses, grades and performance sheets; anecdotal records and observation comments; attendance records; teacher and on-the-job supervisor recommendations; reading and mathematics scores; and support service records.
5. Social and Personal Factors: interpersonal relationships such as cooperation, tactfulness, acceptance of responsibility and peer group acceptance; personal care, attitudes toward peers, family, and authority figures and general personal characteristics.

6. Work History: physical stamina, types of prior work experience, ability to follow directions and manipulate equipment, general coordination and work attitudes (e.g., punctuality, reliability, responsiveness to supervisors and coworkers and performance under stress).

Schools may have regulations regarding access to educational records and interviewing. The vocational teacher should know the school's policy on the use of all the student's records and procedures for interviewing. The school may require written permission from the parents before anyone can see the records. Also, the school's social worker or pupil personnel worker may be required to accompany the teacher on family and community interviews.

Each method previously described yields different information and/or verifies the information at hand. Utilizing each method allows the teacher to form a realistic picture of the "whole" student. The Case History Record that follows will assist you in collecting and recording specific disadvantaged learner information.

Chapter 3

VOCATIONAL PROGRAMS AND CURRICULUM DESIGNED FOR THE DISADVANTAGED

Chapter Objectives:

Upon reading this chapter the reader will be able to:

1. explain the need for establishing vocational programs of study with sufficient detail in order for all students, but particularly disadvantaged students, to be successful;
2. describe the process for constructing a vocational curriculum that will offer appropriate learning steps to disadvantaged students;
3. utilize a methodology designed to permit students to master the learning steps in a program of study in relation to their own individual abilities;
4. identify instructional strategies to use with disadvantaged students.

In constructing vocational education programs to meet the needs of students considered disadvantaged, a teacher or administrator does not have to be concerned with any unique designs but rather needs only to follow the basic outline established for preparing a curriculum for any student. The difference, however, in making these courses of study effective for disadvantaged students is for the process to be very specific. The units must be arranged in a hierarchy that is in order of difficulty with reasonable learning steps that are attainable by students who have experienced a disadvantaged environment. This approach, of course, will benefit all students and not just the disadvantaged.

In establishing any program of study for the disadvantaged, educators must be constantly aware that the objectives are two-fold. First, the teacher must achieve the learning objective required in any shop or classroom. Second, the teacher must provide opportunities for disadvantaged students to overcome their limitations.

In striving to meet this second objective, vocational teachers must recognize that which many social scientists consider as a prime cause for disadvantage, which is stimulus deprivation. Basically this term means that a child has been exposed to an environment which does not contain stimuli provided to children who are not disadvantaged. These stimuli range from adult associations to toys that require cognitive/manipulative skills as well as exposure to the arts.

Much research has been done in the area of stimulus deprivation and the relationship of this phenomenon to academic success. Vocational educators must accept that this condition which leads to problems in the academic arena will also cause problems in the vocational sector. If a child experiences stimulus deprivation which does not allow for the development of manipulative skills, the child will be vocationally disadvantaged.

As a result, the teaching of vocational skills must be practical with respect to a student's physical as well as cognitive abilities. The frustration

of failure in being able to perform the psychomotor tasks required in a vocational program will result in behavior as well as learning problems for the child.

Occupational Analysis

The first step in setting up any vocational program of study is to conduct an analysis of the occupation to be taught. This investigation should identify the basic knowledge and physical skills needed by a person to obtain employment.

While this analysis is only concerned with the cognitive and psychomotor domains, that does not mean a teacher may ignore the affective (attitude) domain. The development of appropriate attitudes is extremely critical in all vocational programs, particularly for those students who have been deprived of exposure to behavior considered to be acceptable on-the-job. When a child is reared in an environment that is abnormal in relation to the mainstream of society, the child can only think that his/her abnormal environment is normal. Numerous research studies have indicated that a leading cause for failure on-the-job by new employees is poor work attitudes. Consequently, vocational teachers must address this need throughout a program of study every day.

In the functional analysis of an occupation, three steps are required in order to break a job down into attainable learning steps. The first step is to list the major job tasks (MJT) of the occupation. The second step is to list the sub-tasks (ST) for each of the major tasks. The third, and final step, is to break down each sub-task into specific job functions (SJF). This analysis in turn will be used to set up a vocational program of study from the courses of study to the lesson plans.

Major Job Tasks (MJT)

The first task breakdown is to identify the major job tasks in the occupation. In doing this, a form is used to list the major tasks as follows:

Major Job Tasks	
Occupation: _____ Evaluator(s): _____	
Task Number	Task

The occupation must be given at the top of the form, and then the major tasks are to be listed and given a number. A danger here is for the evaluator to be too detailed. An example is as follows:

Major Job Tasks	
Occupation: <u>Automotive Repair</u> Evaluator(s): _____	
Task Number	Task
1	Electrical System
2	Ignition System

A suggestion is for the evaluator(s) to make a rough draft of the MJT list and then in the final draft to list these tasks in a hierarchy related to difficulty. In the example, the electrical system must be understood before the ignition system can be totally comprehended; however, they are separate systems and should be separate on the MJT list.

Sub-Tasks (ST)

The ST list also uses a similar form for each of the major tasks. An example of such a form is as follows:

Sub-Task List		
Occupation: _____ Evaluator(s): _____		
Task: _____		
MJT No.	ST No.	Sub-Tasks

Again the evaluators should make a rough draft list of the sub-tasks, and then the final list should be given in a hierarchy from the most elementary sub-task to the more complex sub-tasks. To continue our automotive example:

Sub-Task List		
Occupation: <u>Automotive Repair</u> Evaluator(s): _____		
Task: <u>Electrical System</u>		
MJT NO.	ST NO.	Sub-Task
1	1	Car Battery
1	2	Electrical Wiring
1	3	Fuses

In an occupational analysis, one evaluator may be able to do the work from beginning to end; however, a team effort is quite easy to organize. By using a team of evaluators, each person may concentrate on those sub-tasks in which they feel more specialized. As occupational training becomes more sophisticated in order to keep up with technological advancements, team efforts will become more of a necessity.

Specific Job Functions (SJF)

The final step in the analysis is to take each of the sub-tasks and lay out the specific job functions required for each. The use of a hierarchy here is absolutely essential, and the functions must be extremely detailed. To continue the example:

Specific Job Functions				
Occupation: <u>Automotive Repair</u> Evaluator(s): _____				
Task: <u>Electrical System</u>				
ST: <u>Car Battery</u>				
MJT No.	ST No.	SJF No.	Job	Function
1	1	1	Check battery water (if not a sealed battery).	1. Remove each cap. 2. Look in battery and determine if each cell has water. a) If not, put water in each cell to prescribed level.
1	1	2	Check battery voltage.	1. Determine if battery is 6 or 12 volt. 2. Determine if battery is positive or negative ground. 3. Take the battery test indicator, place the . . . etc.

The detail of the functions in the SJF is extremely important for students from disadvantaged backgrounds. For example, some of these youth may not have been exposed to positive ground systems, or 6 volt batteries. Only through very specific functions can the resulting instructions not take any knowledge for granted.

The Program of Study

A program of study consists of all the courses and instruction required for the successful completion of a program, such as auto mechanic. This, of course, includes the academic subjects.

An automotive curriculum is more specifically concerned with the courses needed for a student to be prepared to enter the world of work as an auto mechanic. Such a program cannot cover all of the details and bizarre features of all of the automobiles on the market today, or the many unusual quirks that mechanics learn through years of experience. Rather, such a program must, first, be sure to provide the basic essential knowledge needed for entry-level employment. Second, a program must require practice, practice, practice!

The basic essential knowledge needed from a vocational automotive repair curriculum should be obtained from the occupational analysis. The forms described above should provide the necessary data for setting up the courses, units in each course, and the lesson plans for each unit.

The MJT should be used to identify those major tasks that should be taught in a course, or in separate units of a course. In the example, one of the major tasks was the electrical system and one was the ignition system. From this breakdown, two possibilities exist. One possibility is to have two separate courses: one on the electrical system and one on the ignition system. The other possibility is to have two units in one course: one unit on the electrical system followed by a second unit on the ignition system.

Whether a program of study would have two courses or two units of study related to the electrical system and the ignition system depends on the school. For example, whether the courses were to cover 8-week periods or an entire school year would dictate if they would be set up as two separate courses or as two units of one course. For the disadvantaged student the major consideration must be that sufficient time is allowed to cover the material needed for entry-level employment, and that sufficient time is allowed for them to practice, practice, practice.

The sub-tasks (ST) from the MJT list are then used to break down the courses or units of study. If a major task is identified for a course, then the sub-tasks would in turn identify the units of study for the course. If the major tasks are used for setting up units of study, then the sub-tasks would be used to break down the units of study into sub-units. By having the ST numbers in a hierarchy of difficulty, the ordering of the units of study is made extremely easy and insures a logical presentation of the material.

Finally, the information from the SJF forms is used for the lesson plans needed to present the actual instruction. Since the SJF forms are directly related per the numbering system to the sub-tasks, which in turn are directly coded

to the major tasks, the lesson plans will be in line with the units and courses in the curriculum.

In addition, since the SJF is in a strict hierarchy that identifies all of the steps to be taken to perform a job, a disadvantaged student will be guaranteed that the instruction will be presented in a hierarchy with reasonable learning steps, as recommended in the beginning of this chapter.

Methodology

In teaching the material prescribed via the occupational analysis and curriculum development, the mastery learning approach is absolutely essential. Since the tasks and functions are ordered in a hierarchy, a student cannot really progress to a higher task until he/she has mastered the more elementary tasks.

In addition, the mastery approach requires that a teacher begin instruction at each student's ability level, not at where the curriculum starts. As a result, if the lessons developed by the above process are at the most elementary beginning level, then a student will not be started in a course with material above his/her capabilities. At the same time, if a student has had exposure to the occupation and is knowledgeable about the elementary materials, that student should receive instruction at his/her ability level.

In order to have a student begin a course at the correct point in the curriculum, and to progress from one lesson to the next, the teacher must: 1) assess each student at the beginning of the course to determine their knowledge and psychomotor skills, and 2) set up their shop/classroom for the individualization of instruction. After completing a task and function analysis for the course, the construction of a preassessment simply uses the functions as presented in the SJF.

The individualization of instruction then requires the teacher to organize the lessons for each student, record their progress as they work on the functions, correct their errors, require them to practice the skills, examine them in order to be assured that they have mastered the functions, and instruct them on the functions for the next task. This process is extremely important for the disadvantaged. Only by gearing the starting point and the rate of instruction to each student can teachers expect them to be successful. Much research has been done on the topic of mastery learning (another term may be competency based vocational education) and the results of these studies indicate that students have achieved an 80% to 100% success rate with respect to meeting all of the course objectives. At the same time, research has shown 25% to 40% success rate for students in traditional shop/classrooms where they receive instruction as one group.

Success in the learning of the skills/knowledge required in a shop/classroom is critical for the disadvantaged. Failure can only result in behavior problems. Teachers must be constantly aware that a disadvantaged student is not necessarily mentally incapable of learning, but rather has suffered stimulus deprivation in his/her environment. Since these conditions have influenced the student for their entire life, a teacher cannot expect a student to immediately change behavior, grasp new skills quickly, or be grateful. Teachers must remember that education is a process and not an event; particularly with the disadvantaged.

Instructional Strategies

In support of the above prescribed methodology, several strategies, which have been found to be successful with disadvantaged students, can be used. As in the mastery approach, modifications require a teacher to carefully plan their implementation. Criticisms are often heard about the use of preassessment, competency based education, and the subsequent program modifications; but these criticisms are found where the activities have not been well planned or implemented properly.

Learning Centers:

One of the "facts of life" that a teacher must accept in working with the disadvantaged is that their reading and computational skills are not adequate. In order for these students to be successful in an occupation, they must be competent in the basic academic skills. For example, students have to understand fractions to be a carpenter, or they must be able to measure liquids in cosmetology, or in automotive they must know percentages and decimals to set spark plugs or repair brakes, or in electronics they are required to compute ohms law; and all occupations require students to be able to read if they expect to be up-to-date on the latest developments in their trade.

Vocational teachers cannot expect academic teachers to motivate all students to learn English and math, but rather the vocational teacher should attempt to motivate students by emphasizing the importance of the basic skills. This promotion of the need to learn to read and to compute numbers must be included in lesson plans.

One method or approach to help these students in the basic skills is through the establishment of a math and reading center in a shop or classroom. In setting up such centers a teacher cannot expect students to voluntarily read related materials or do math problems, but rather assignments must be set up. These assignments, however, must be strictly related to the occupational program being studied by the student.

A reading center should consist of a table, several chairs, and magazines related to the occupation. The teacher then requires each student to read one or two articles a week out of a choice of five or six that are in their reading ability range. Upon completion of the article, each student should then be required to write a brief one paragraph report which will give them practice in developing their writing skills.

The math center should be organized the same way, except the students are required to complete math problems related to the occupation. Upon completion of the problems, students place the answers in a tray on the learning center table to be checked. Errors should be corrected and the answers rechecked.

In order to encourage students to complete their center work, the teacher should use a reward system. One example is for students to be permitted to earn extra time to work on a project. This project may be for personal use, a hobby, for pleasure, or to be sold.

This process, of course, requires considerable teacher time. However, in most vocational programs there are also students who are above grade in reading or math. These students who do not need as much time in a center, should be

used to check student work for the teacher and for peer teaching. By allowing these students to be given such responsibilities sets a good example for all students, rewards students who may have worked harder in the earlier grades, and permits students to develop leadership abilities.

At the same time, the vocational teacher should actively seek advice and assistance from the academic teachers in setting up center programs, evaluation of materials, and in the student assessments. Academic teachers typically welcome any help or interest shown in promoting the basic skills.

Audio-visual aids:

Whenever possible, teachers should use audio-visual materials. Students learn better by using a combination of their senses. In fact, some students learn better through the use of one of their senses (for example, visual) rather than another (for example, auditory). Also, the use of aids provides a dimension to the classroom or shop that breaks monotony and exhibits extra effort on the part of the teachers.

Again a use of instructional aids takes time and planning on the part of the teacher, but they may be used for several years. In fact, older audio-visual aids may be of value with respect to the presentation of a historical perspective on tools and/or processes used in the trade.

Contingency contracts:

A contract is an agreement between a student and teacher with the ultimate goal to have the student achieve what the contract specifies. Some guidelines for setting up contracts are as follows:

1. The contract payoff should be immediate.
2. Initial contracts should call for and reward small approximations.
3. Rewards should be frequent.
4. Rewards should be for accomplishments rather than obedience (reward programs for obedience are termed behavior modification).
5. Reward accomplishments immediately after they occur.
6. A contract must be fair.
7. Contract terms must be concise.
8. The contract must be honest.
9. A contract must be positive.
10. Contracting as a method must go systematically from easy to hard.

A teacher should use different contracts and rewards for different students depending upon what is appropriate for each student. In fact, one of the goals in setting up contingency contracts is to eventually have a student plan and set up his/her own contract. Above all, a teacher should never hold a contract over the head of a student as a threat or punishment.

Other strategies:

The above suggestions are only several of a number of strategies that can be used in a classroom to benefit the learning environment for disadvantaged students. Other suggested strategies or modifications which teachers will find useful are: utilization of field trips, community resources and guest speakers; case studies; demonstrations; discovery teaching; futuristic forecasting; independent study; role playing; simulation games; student research; and values clarification. While these methods are recommended for general classroom use, these

different approaches to learning can be effective in increasing student interest and in opening up new perceptions for children from disadvantaged environments.

Specialized Vocational Programs and Services

There are numerous programs which have been designed to assist the disadvantaged student to relate his/her education to the real world. These programs may provide career information, which is critical for those from deprived environments; or experiences to help them relate their education to the real world, which may not be in their environmental realm; or opportunities to encourage them to continue their education. These programs are never intended to replace the academic or vocational programs, but rather they are to supplement their in-school activities in order to make them more meaningful.

The Bureau of Special Programs, Division of Vocational Education and Career Preparation, New Jersey State Department of Education provides the supervisory and leadership services to local education agencies for the purpose of initiating, maintaining, extending and improving specialized vocational education programs and services for all students, with an emphasis on educationally disadvantaged and handicapped students. The following is a description of programs and services supervised by the Bureau.

Technology for Children:

Technology for Children (T4C) is a multi-sensory, multi-media, hands-on approach to career education for all elementary school children (K-6) that introduces new, emerging and present technologies, as well as world-of-work concepts, into the disciplines of language arts, science, mathematics and social studies. Principally, this career awareness program helps students better understand the vast number of jobs available in professional, service, and non-professional fields.

Introduction to Vocations:

Introduction to Vocations (IV) is a program designed to provide all students in grades 6-12 with career exploration. Intended to be taught through a team teaching approach, the program is implemented through classroom instruction, hands-on activities, field trips, job visitations and presentations and demonstrations from business and industry. Introduction to Vocations is designed specifically to bridge the experience gap between the elementary career awareness program (Technology for Children) and the educational/occupational courses and programs offered in both comprehensive and vocational high schools.

Employment Orientation:

Employment Orientation is a two-phase, in-school, hands-on vocational program designed for special needs students. The program offers simulated work experiences to help students develop sound work habits and attitudes, and determine aptitudes and abilities.

Employment Orientation is specifically designed to bridge the gap between exploratory experience (Introduction to Vocations for Special Needs Students) and placement in part-time employment (Cooperative Vocational Education) and/or vocational training. Students explore a variety of occupational areas through

a minimum of 400 minutes per week of vocational exploration and related activities before making a vocational choice.

Work Experience and Career Exploration Program:

The Work Experience and Career Exploration Program (WECEP) is a cooperative vocational education program which enables 14- and 15-year-old disadvantaged, handicapped and/or school-alienated youth to explore career possibilities, and to accumulate graduation credit through a combination of job-related classroom instruction and regularly scheduled, part-time, paid employment. The ages of students eligible for enrollment in the program demands that job placement be in non-hazardous occupations with a maximum of 23 hours of training per week. The ultimate goal of this program is to help school-alienated or disadvantaged youths to see the purpose and value of education, to develop a feeling of self-worth, to attend school regularly and to attain the job skills that will lead to basic employability.

Career/Vocational Guidance and Counseling:

Career/Vocational Guidance and Counseling is a service that assists students to realize their present level of career development, to determine their career development needs, and to develop options for attending to those needs. This service includes: individual and group counseling, student assessment, in-service training and in-service personnel and coordination of parent, community, industry and labor resources. Job placement, a major component of this service, places students (age 14 and older who are not being served by any other vocational education program) in after-school, weekend and/or vacation time jobs. These jobs provide students with financial resources and the chance to explore skills and interests that may improve their ability to formulate further career plans.

Experience-Based Career Education:

Experience-Based Career Education (EBCE) is a career exploration program designed to help high school students gain more realistic information about occupations, work roles and work attitudes through unpaid, in-school and out-of-school experiences. The following are vital components of all EBCE programs:

- * Career Counseling, provided in a class that meets at least 120 minutes per week, focuses on identifying career interests, aptitudes and abilities; understanding the world of work; developing general employability, decision-making and problem-solving skills; and developing related academic subject skills.
- * In-School Career Exploration, a part of the classroom experience, provides an opportunity for students to explore careers of interest through the use of printed and visual materials and community resource speakers.
- * Community Career Exploration, an out-of-school experience which affords students an opportunity to spend up to 18 hours per cluster/community site in unpaid job sampling. This experience is supervised by both a school-based coordinator and a site supervisor.

Work Study:

Work Study is a non-credit financial support program designed to help needy vocational students remain in school by providing them with jobs outside of school hours to help alleviate their financial problems. Students eligible for this program must be enrolled in vocational programs approved by the Division of Vocational Education and Career Preparation and must be between 15 and 20 years of age. Jobs for students in the program must be located in public agencies.

Summer Coupled Work Study:

Summer Coupled Work Study is a program which affords needy students, 15 to 20 years of age, an opportunity to earn and learn by combining a paid work experience with a meaningful in-school vocational activity. This program joins together components of Work Study and Employment Orientation. Students participating in this program spend five hours a day on the job and two hours a day in a hands-on, in-school vocational program. Jobs for students in the program must be located in public agencies.

Cooperative Industrial Education for Special Needs Students:

Cooperative Industrial Education for Special Needs Students (CIE) is a program wherein disadvantaged and/or classified students work toward career goals and graduation credit through a combination of job-related classroom instruction and regularly scheduled, part-time paid employment, both supervised by the same teacher-coordinator. Emphasis in this program is placed on entry-level skills and adjustments needed to proceed from full-time school to full-time employment.

Student Evaluation

One of the concerns often expressed by teachers in relation to the use of mastery learning curriculum materials as well as specialized programs (such as cooperative work experience programs) is in respect to the evaluation of student performances. In the use of performance objectives, a teacher must indicate the behavior or performance the student is to learn, the conditions under which a student is to perform the learned behavior, and the criterion established for minimum performance to be accepted.

As a result, behavioral objectives establish in advance the minimally accepted performance to be exhibited upon completion of a lesson or specialized program. Mastery learning also expects a student to demonstrate an acceptable performance at one level before advancing to the next, which is particularly critical when the lessons are arranged in a hierarchy. Therefore, with mastery learning and behavioral objective criterions a student is never in competition with another student since their own performance determines an acceptable score.

With respect to assignment of grades, a teacher is often confused when using the mastery and behavioral objective criterion approach. They both specify the minimally acceptable performance. A student is either competent or not competent.

One method of awarding grades has been the traditional method whereby if a student learned between 80% to 90% of a lesson, then that student would earn a "B" grade. However, mastery requires an acceptable performance on each lesson.

Mastery advocates feel that it is better to learn 100% of the material in 80% of the lessons, than to learn 80% of the material in 100% of the lessons. Thus, a grade in mastery would indicate the number of lessons learned at the minimally accepted level. Therefore, a "B" grade would indicate that a student learned between 80% and 90% of the material at the accepted level.

Conclusion

Many teachers have found that working with the disadvantaged is a very frustrating chore, while many other teachers have found quite the opposite to be true. There is no question that the personal characteristics of a teacher have a great deal to do with the effectiveness of their interactions with certain types of students, including gifted, slow learners, etc. Some teachers feel more comfortable, more "in-line," with some types of students rather than others.

Aside from these personal characteristics, there are some educators who want to work with disadvantaged students, and from all appearances they would be successful, but they fail. Why? The answer, which is not too often well received, is that many teachers do not prepare their materials, classroom/shop, and instructional methodologies to meet the needs of these students. Many teachers feel that their personal characteristics are the only ingredients necessary for success, and when they fail, they are personally injured.

A new vocational teacher explained to this author that he would be very effective with the disadvantaged students under his care because he came from such a background. After two years, this burly teacher with nearly 20 years in his trade, left the teaching profession quite dismayed. He not only failed himself, but he also failed the students. He could not accept the fact that his problem was related to his lack of preparation.

The disadvantaged student comes to the classroom from an environment that is typically lacking in some way. In order for teachers to be effective with these students, they must have a well organized instructional plan. Above all, the teacher of the disadvantaged must continually recall that education is a process and not an event.

Review Questions

1. Why is it important for vocational programs to offer cognitive (knowledge) and psychomotor (manipulative) instruction at the most elementary level to all students, particularly those who are disadvantaged?
2. Why must vocational programs of study provide realistic learning steps arranged in a hierarchy?
3. Describe the three steps used to complete an occupational analysis.
4. Why is the use of a numbering system important in an occupational analysis?
5. How are the occupational analysis forms used to set up a program of study?
6. Why is it important for a teacher to have lessons available at the most elementary level when using the mastery method?
7. Why is student assessment important at the beginning as well as throughout the mastery learning process?
8. Why does the mastery learning method make "sense" for students with disadvantaged backgrounds?
9. What is a learning center?
10. What is a contingency contract?
11. Name three specialized programs that would be effective with your students (or future students). Why would they be effective? How would you implement them?
12. Describe the difference between the assignment of a grade when a teacher is using the mastery method as compared to a teacher using a traditional method in which all students are given the same assignments at the same time?
13. Why can a teacher not count on their personal characteristics and experiences as the only ingredients needed for them to be successful with disadvantaged students?
14. What is meant by the phrase that "education is a process and not an event?"

Chapter 4

TEACHING STRATEGIES AND TECHNIQUES

James Lynch

Chapter Objectives:

Upon reading this chapter the reader will be able to:

1. identify strategies and techniques proven successful in teaching the disadvantaged;
2. describe the importance in establishing a trusting learning atmosphere in the classroom;
3. utilize techniques for applied discipline as part of normal classroom activities;
4. explain the need for structure in the teaching-learning experience for the disadvantaged.

Disadvantaged students differ greatly in their learning style, therefore, there is no automatic guaranteed approach to teaching that will be effective with all disadvantaged students. Each teacher must realize that the first step in teaching the disadvantaged is to build a student/teacher relationship which will provide an instructional atmosphere conducive to learning. A sincere and honest belief in the disadvantaged student's ability to succeed will aid immensely in establishing that atmosphere. Continuous positive reinforcement of acceptable behavior and academic achievement helps in building trust between student and teacher. The teacher must be able to motivate the students with a sincere attitude that creates trust and understanding. A cheerful smile and a pleasant disposition helps a student to feel relaxed and welcomed. Each day as students enter class, a good morning, using their first name, or a compliment about their dress or any pleasant saying helps to promote a trusting atmosphere for learning. Attending student functions, such as ball games, gives a common basis for casual conversation. Complimenting a student on a performance, such as "nice game" or "that was some hit you made" goes a long way in showing the student that the teacher is interested. Volunteering as a chaperone for school activities as well as community activities can also give the teacher opportunities to get acquainted on an informal basis and shows the student the teacher is concerned and wants to help. Building a trusting relationship cannot be done overnight but once established will carry over to succeeding classes. Teacher reputation gives a positive or negative impression with each incoming group of students.

The single most important instructional resource a teacher has is a unique teaching style, characteristics, and approach. It is an outgrowth of the teacher's experimental background, knowledge base, and combined mental, physical, emotional, and behavioral growth. A teacher should experiment with many teaching styles utilizing various instructional techniques in the classroom. Results should be evaluated to determine the amount of student learning that takes place. This continuous on-going process can be refreshing and educational for the teacher.

Teachers must be aware of their own strengths in coping with the unique personalities of the disadvantaged student. There must be a sincere and honest interest in developing a collection of teaching strategies and techniques which

will prove effective in teaching the disadvantaged. Teachers must assume many roles in addition to teaching, such as umpire, social worker, counselor and financial consultant. Instructors must be adept at seeking hidden strengths, building upon these until a more positive self-concept can be attained. The primary purpose of the teacher is to instruct the disadvantaged student until the educational goals of the program are met. The methods and techniques implemented by the teacher depend largely upon the personality and disposition of the individual teacher and each student.

Classes should be small and grouped according to ability. Course goals should be short term and achievable. As the student experiences success, a more positive self-concept will develop. The disadvantaged student has a constant need for approval and should be rewarded for positive social behavior and academic achievement. A large part of class time should be spent in hands-on activities where learning can take place in a concrete and realistic way. Lessons should begin with basic tasks and advance to the more complex tasks. Progress may be slow and repetitious but all skills must be learned before new ones are introduced. As the students develop skills in the specified area, the introduction of theory should take place, but only after the students show interest and recognize the need for these facts.

The teacher should establish rules and maintain discipline. Students should understand that rules are necessary to protect the welfare of students and faculty. Although the number of rules should be limited they should be clear and consistent. Group leaders and peer pressure can be utilized in establishing order. The teachers should recognize when a fight is about to erupt and intervene at the onset. Students who create problems should be separated and not allowed to control the group. Some effective methods for control include:

- a. Talking low
- b. Pausing until class regains control
- c. Asking disruptive student their opinion of another student's answer
- d. Touching a restless student on the shoulder while continuing your lesson
- e. Establishing eye contact with child
- f. Speaking with child after class is over to avoid wasting class time
- g. Letting consistently disruptive student know what you intend to do about his behavior and following through if behavior persists

The use of behavior modification to encourage learning can be accomplished by setting up an effective reward system and making tasks easier. It is generally true that if tasks are easier less reward is needed to foster completion. The teacher has to insure that uncooperative students do not get rewards from classmates for refusing to do what is required. The teacher should ask the student to do assigned work only a given number of times, otherwise this can get to be a reward. The disadvantaged student looks for any type of immediate rewards (even negative ones). A hostile child may be looking for special attention and the teacher can give this by making the pupil responsible for a classroom activity. This student can be selected for an "I need you" type of activity. Most likely this child has experienced failure for a very long time and it will take a lot of diligent work on the part of the teacher to overcome these feelings. Sometimes the teacher does not know what type of reward or punishment to use until it is tried. It is extremely important to find out what type of reward is effective

for each child. Some easy ways to discover rewards for children are:

- a. Ask them. You can ask children if they had some free time what they would do with it. The answer would tell you what a reward is to them.
- b. Since some rewards are not permissible with the school, the teacher can make a list of things which children can do and have the children rate them according to the ones they like best.

Once the rewards are identified, there are several techniques for using them effectively. Setting up a token reward system for each child is one method. This could include a pass to the library or career resource room, responsibility for passing out lunches, or monitoring the class. Rules to be followed for token reinforcement must include:

- a. Select a token that is easy to give. This can consist of marks on the board, a file card or some indicator.
- b. Select a variety of rewards and work out a reasonable trading relationship for the rewards.
- c. You must reinforce a lot at the beginning of the term then gradually lessen it.
- d. Remember to praise when you give tokens or rewards.

Here are some general teaching strategies to keep in mind when teaching the disadvantaged. Seasoned teachers will most likely find that most of these strategies lend themselves to normal teaching styles. Some of these teaching strategies are:

1. Establish a positive relationship and class atmosphere. This is important because insecurity can lead to decreased self-image and academic failure.
2. Demonstrate an interest in each student and a desire to work with them in a positive way.
3. Present all materials in a non-threatening, meaningful, and interesting way.
4. Utilize a multi-sensory approach when presenting materials (listening, reading, visualizing, talking, performing, and relating).
5. Present and reinforce materials, concepts, and activities through a variety of ways such as: in context, by presentation (instructor, student, group), through media, or casual references.
6. Utilize a concrete approach to develop abstract concepts or applications. It is essential that the student develop critical thinking in order to utilize knowledge attained in a transfer mode.
7. Program structure should be routine in nature yet flexible for achievement of learning. This will reinforce personal responsibility in time management.

8. Relate materials to the real world situations and the interests of the student.
9. Reward success through praise, privileges, or acknowledgement.
10. Use written material which is appropriate to the student's academic level, but not far below it.
11. Present new vocabulary words prior to use to insure the student understands its meaning.
12. Utilize arithmetic materials which are appropriate for the student's academic level.
13. Insist on quality workmanship which is appropriate to the student's ability.
14. Encourage self-help to develop independence, a positive self-image, and a feeling of self-worth.

A critical need, identified by vocational teachers of the disadvantaged, is the lack of new and different teaching strategies for use with the disadvantaged students. Many existing programs for the disadvantaged attempted to use traditional techniques which resulted in serious problems.

To discover new techniques an assignment was given to in-service teachers of the disadvantaged to identify at least two teaching strategies and techniques that have worked well for them. A review of over one hundred strategies submitted resulted in the selection of 15 strategies for further testing by teachers of the disadvantaged in the field.

Technique 1 - J. Evans Jennings, Jr.

The special needs building trades instructor is faced with the need to determine each incoming student's abilities early in the school year. The instructor developed a task-based diagnostic technique involving the layout of a simple design on a block of wood which was then cut out using a power jig saw. Through observation of the student laying out and cutting the work, the instructor could gain insights into the student's abilities in several basic skill areas.

Although the validity of the technique had not been substantiated, the amount of time needed to instruct the student in the individual tasks and evaluate the performance was substantial. A need to make the diagnostic procedure more efficient was evident and the instructor requested the aid of the Camden County Vocational-Technical School Media Department in programming the instructional portion of the program. The teacher concentrated on the evaluative aspects.

Consultation with the instructor revealed several problems common to most of the incoming building trades students. The two most important of these were: (1) low reading ability, and (2) short attention span.

It was decided to attack the problem using the audio-visual approach for the informational part of the lesson so that the instructor could more effectively concentrate on the evaluation of student performance and the diagnosis of individual student problems. The time saved from presenting information could then be used for trouble-shooting activities.

In order to meet the needs defined it was decided that the developed program should have the following characteristics: (1) be visually oriented, (2) involve a minimum of reading, with all instructions given by an audio component, (3) be self-paced, to allow the students to proceed at their own rate of speed, and (4) include specific "call-up" points where the student is instructed to call on the instructor to monitor individual progress.

In order to meet the requirements imposed by the software criteria, the delivery system (hardware) should have the following characteristics:

1. Provide a visual component that can be seen in normal room illumination (you can't shut off the lights in a shop).
2. Provide an audio component that will stay in synchronization with the visual component at all times. The audio instructions should be repeatable without losing synchronization with the associated visuals.
3. Provide an automatic stop of the audio portion while retaining the visual when the student is required to perform an operation, thus freeing the student from the need to operate the hardware so that all concentration is directed to the task at hand.
4. Be usable in a shop environment.

An analysis of the criteria for the delivery hardware indicated that only 3M Sound-On-Slide System could meet all of the requirements. This delivery system had the following advantages:

1. When equipped with a small rear projection screen, it provided a bright enough image to be used under normal room illumination.
2. The hardware could be cart or bench mounted and set up by the machine the student would use.
3. The audio component is incorporated into the slide mount thereby insuring absolute synchronization of audio with visual components of the program.
4. A programmed stop command could be encoded on the audio track to prevent the program from continuing until the student had completed that portion of the task.
5. The audio portion of any instruction could be repeated as many times as needed while the associated visual remained in view.
6. If necessary, one or more previous program segments could be repeated without losing synchronization of the visual and audio portions.

7. The program could easily be modified in the field by inserting or removing specific instructions or changing their order.

In order to work with the maximum number of disadvantaged building trades students, it was decided that the program should incorporate the following characteristics:

1. Information should be programmed in a strictly linear (Skinnerian) manner with each bit as small as possible.
2. Students should be encouraged to call upon the instructor whenever an area of difficulty is encountered.
3. Specific "check points" must be programmed into the presentation where the student is required to call upon the instructor for evaluation. In every case the student should be required to first perform a self-evaluation of individual work to allow the pupil to determine if their performance is "good enough" to present to the instructor for evaluation.
4. Accuracy and safety must be stressed.
5. The student cannot proceed to the next instructional segment without the specific approval of the instructor.

Based on the aforementioned, the following program was developed:

1. The students are told that they will receive basic instruction from a piece of equipment and shown how to start it, stop it, restart it after it stops itself, and repeat the audio portion associated with each visual.
2. Each student is given a 3" x 3" piece of plywood, a pencil, a straight-edge or ruler, and a 6" bow compass.
3. The student starts the program which requires that a circle be drawn in the center of the square wood block, but first the student must find the center of the block.
4. The pupil is then shown and told how to find the center by drawing diagonal lines from opposite corners of the block. Where the two lines cross is the center. The student is told to do this with the block of wood, and the audio portion of the program stops. When the student has completed drawing the diagonals the "start" button is pressed.
5. The visual shows how the block of wood should now look and the audio portion tells the student to call the instructor for help if the block does not look like the one in the picture. (This type of instruction is repeated frequently throughout the rest of the program and in the interest of brevity I will not repeat it - I ask that you assume that similar "check points" are provided at the appropriate places).
6. The student is shown how the layout should look and told to "stop" and show the instructor the work before proceeding. After approval by

the instructor, the student then proceeds to the next portion of the program.

7. The student then presses the "start" button and is shown and told the safety precautions that must be observed when operating the jig saw. The pupil is shown and told to make sure that hair (if it is long) must be restrained, that all jewelry must be removed, that safety glasses must be worn, and all the other precautions that must be taken when operating power equipment.
8. The student is then shown and told how to check the jig saw for proper operation and adjustment before applying power.
9. The visuals and audio then show the student how to start the saw blade into the work and follow the layout to cut a circle. The circle is then cut out of the wood. (Note: during this portion of the program the instructor observes the student carefully to determine any manipulative problems that might be evident.) The student is told to compare the circle with the one in the picture and, if it is satisfactory, to show it to the instructor.
10. The student is given a second wood square and instructed to layout a circle as in the previous exercise.
11. The pupil is told to make an "inside cut" on this piece of wood. More specifically, the student is to cut a circle within the square rather than out of the square.
12. The student is shown and told how to drill a hole to allow entrance of the blade within the circle and told to do this with a piece of wood.
13. The student is shown and told how to remove the jig saw blade from its top clamp, put it through the wood, and readjust the machine.
14. The student is then shown and told how to make an inside cut and instructed how to do so. The student is shown how the finished work should look and told to show it to the instructor.

The above described exercise has been used several times by the instructor involved and at present appears to be an operational program. As with all programs developed, it can and probably will be improved as more information is gathered. At present, it stands as a unique effort to provide a combination instructional and diagnostic program for use with disadvantaged students.

Technique 2 - Suzanne Tack

The objective of this technique is to familiarize and prepare the student for job interviews.

Through the use of a video-tape recorder the students are taped while having a simulated interview. Actual employers are brought in from the community so that the students will get the "feel" of how job interviews are conducted by different persons. The tapes are then played back to the class so that the pupils may pick out their good and bad parts in the interview.

Technique 3 - Arthur J. Hilton

A technique that is used for beginning teachers in shop areas is an in-service orientation period. At the orientation meeting, all new or beginning teachers receive a guideline for good discipline. This guide is discussed, as a group, for clearer understanding. These guidelines were devised by the teachers already performing in the system, through an in-service session entitled, "Meeting of the Minds". Ideas are brought forth and are implemented in our shop areas if feasible. These guidelines are not the panacea for discipline, but they will help a teacher to better understand disadvantaged students and evaluate effectiveness in teaching disadvantaged students.

The following guidelines are recommended:

1. Work at being the kind of person children like and trust, and remember that everyone needs success--particularly those with a record of failure.
2. Maintain a cheerful and attractive classroom rather than a disorderly one which might encourage unruly behavior.
3. Get to know the students.
4. Be enthusiastic, courteous, and keep your sense of humor.
5. Make education interesting and relevant to children's lives.
6. Don't use school work as a punishment.
7. Never use threats in an effort to enforce discipline.
8. Never humiliate a child.
9. Don't strong-arm students.
10. Avoid arguing with your pupils.
11. Don't act as though you expect trouble or you will almost certainly encounter some.
12. Let students know you care.
13. Establish as few rules as possible. Keep them as simple as possible.
14. Expect to handle the normal kinds of misbehavior yourself, but seek assistance for those problems that need skills of a specialist.

Technique 4 - Catherine Adams

Establish rapport that immediately instills hope for the child.

Before interviewing a child gather background information about him/her such as age, grade, academic standing, teacher-pupil relationship, home situ-

ation, and specific problems. This will aid in establishing a rapport with the child during the initial meeting.

When meeting the student for the first time, take an approach which is friendly but professional, one that will indicate to the child a sincere interest in them. Example - "Hello, John. I'm Mrs. Adams. I'm the electronics teacher. We're going to do some work together." With small children say, "How are you today? My, what a pretty dress that is. You look very pretty", or whatever comment fits the particular child. Most of all encourage verbalization to get the child to speak of their likes and dislikes; what they like best in school; what they want to learn most in school; what is their favorite color, food, sport, game, music, art; what they like to do at home; and what they would like to be when they grow up (aspirations). The child must feel a positive, encouraging attitude and must sense that something good will come out of their work with you.

Technique 5 - George E. Henderson, Jr.

In working with the disadvantaged student:

1. Knowing the sub-culture of the various ethnic groups you are teaching is helpful. This will give a clearer understanding of the students' actions.
2. Talk and work with the student, not down or up.
3. Listen to the student, give an answer; if you don't know, say you don't know, but offer to assist in finding one.
4. Be lazy. Allow the student to do as much of the work as possible. This will foster independence and develop a more positive self-image.
5. Make yourself available to the student day or night.
6. Teachers of the disadvantaged must not rely upon textbooks and curriculum guides as sole teaching tools; they must draw upon their experience along with the experiences of others, including the student.

Technique 6 - George E. Henderson, Jr.

Almost all students are familiar with checks. Therefore, in teaching check writing the subject matter is on-going and relevant. Someone in the immediate or extended family receives and/or uses checks.

When beginning this lesson, the first step is to motivate the student. Several questions should be asked by the teacher of the students. What are checks? How do you know they are checks? What happens if the checks are lost or stolen? The teacher will draw these probing questions from the students as they begin to answer. The students are now ready to learn how to write checks.

The activities must be on-going and relevant. A bank is set up to cash student-made checks. A bill paying agency is also set up to receive utility and rent payments from the students. Stores are established where checks for clothing, food, and any other items can be sent. Students are charged for each error made and records are kept.

Technique 7 - Brenda F. Biddle

One teaching technique that I have found effective with disadvantaged students is that of having varied exercises for students to do. Because of their short attention span, short and varied exercises are very good. The principle being that if a student becomes bogged down or frustrated by a certain exercise they can move to something different (keeping in mind that the student is to return to the incomplete exercise and complete it). However, this type of learning situation takes a lot of time in planning. When developing and implementing this technique, the teacher should:

1. have both lessons and students organized so that a learning environment is established in the room:
 - a. Students must know where materials are.
 - b. Students should be grouped according to learning levels.
 - c. Students should have lessons geared to learning levels, so they feel a sense of accomplishment instead of frustration.
 - d. Lessons should be interesting and well-developed for each group.
2. Tell students each day what is expected of them.
3. Reinforce learning through:
 - a. Worksheets.
 - b. Oral discussion.
 - c. Correlated games.

Technique 8 - Joanne Morris

On the first few days of school, I ask each child to tell me their interests and hobbies. I note these on 3" x 5" cards. Work areas are set up in different parts of the room to develop their interests further. These areas are equipped with books, pictures, listening activities, art projects, etc., which are related to the child's interest and/or hobbies. In order to keep the child's stimulus high, the materials in these interest areas are changed periodically as the student's level improves. A child may work in this area when: (1) they need freedom away from their desk, (2) all assignments are completed to the best of their ability, or (3) the pupil has free time. When working with the disadvantaged, the philosophy should be to "reach the heart before the mind".

Technique 9 - Joan Mucciarone

I teach in the health occupations programs in a county vocational school. I concentrate on the following two techniques: (1) the learning environment, and (2) task-oriented instruction. Planning in these two areas helps me to meet the needs of disadvantaged students at all levels. I find that developing skill in these two techniques releases me from tightly structured teaching and provides the extra time and the atmosphere that disadvantaged students need.

Versatility is the chief characteristic of the learning environment. The two extremes of education are complete freedom, at one end, and fixed curriculum at the other. The teaching area should incorporate the best of both. There should be centers of learning, large group instruction, small group instruction, one-to-one teacher-student situations, independent study, flexible scheduling, use of audio-visuals individually or in groups, peer instruction, guest speakers, social programs, and other information gathering activities. Many of these can be going on at the same time.

Orderliness is another ingredient that must be established and maintained. The disadvantaged must have his or her turn too, even though it may mean that the teacher must give more explicit directions and closer supervision. Since work situations should be simulated and skills in the affective domain are valued, shop foreman and teacher aid jobs should be developed as a means of organizing the classroom, caring for equipment, and encouraging responsibility. This environment necessitates self-discipline and requires a "break-in" period, but the advantages far out-weigh the disadvantages.

Task oriented instruction is one method for individualizing instruction and controlling the learning environment. Each student should be able to experience success according to his/her abilities and competencies. The criteria for success is progress at a level the student desires. Objectives and instructions have to be written, either in advance or as a result of a planning or counseling period. Modules or learning units are developed and student contracts are drawn up.

The role of the teacher in task-oriented instruction is varied. In developing the module or learning unit, the skill must be designated and the learning activities selected. Pre- and post-tests, performance checklists and enrichment activities can be included. The student will spend most of the time working and learning independently. The teacher must assemble or arrange for the assembling of supplies and equipment. "Doing" is emphasized. Small group demonstrations are needed. However, most of the teacher's time is spent answering questions, circulating among the student, clarifying procedure and giving individual counseling.

Technique 10 - Russell Semple

To enable students to become more familiar with the world-of-work, I set up a community advisory group, consisting of eight employers. I attempt to meet with these employers once a month with three to five students.

At these meetings an open session is conducted. Attitudes are easy and relaxed conversation flows readily. Questions are asked and answered by both employers and future employees. A "show and tell" segment by the employers enlightens students to what type of opportunities are available with them and in related careers.

Technique 11 - James Lyons

In presenting lessons on job interviews, it is helpful to implement them by using simulated situations. Disadvantaged students usually never have an opportunity to stand out in their regular classes, and they seem to welcome the chance to be in the limelight.

Students assume the role of personnel managers and or prospective employees. After the first flush of absurd comments and dialogue, it is evident that the students are both eager to participate and to critique the performances. Many worthwhile questions arise from these simulations, and if fostered diligently, will prove the basis for further learning. If it is possible to have a practicing personnel manager visit and conduct initial interviews, the students can better evaluate their own performances.

Student involvement in planning activities is essential in maintaining enthusiasm. Trips to various industries are discussed and those of greatest interest to the majority are then selected. Students contact those individuals who can grant tours and procure dates and times. They then contact various bus companies for transportation costs and select the best bid. After selection of dates and transportation carriers, permission is secured from the administration for these specific dates. Confirmation is made to the industries and to the bus companies. With student participation in the various processes, the entire class cooperates in making the activity a success.

Technique 12 - Carol W. Jones

In teaching the disadvantaged student, I have found that motivating the student to become involved in the subject is the most difficult task. For this reason, I use the following two techniques. Because of individual differences among students, I sometimes use either one or both.

Many times, students are not interested in a subject because: (1) they are not certain of the goals of the course or of their own goals, and (2) they do not see how the course will benefit them or help them to attain the goals they have set. Therefore, through discussions with the students I help them to identify jobs and careers that appeal to them. When we have identified specific areas of employment, we identify subjects that will aid in the preparation for these areas. Further, we find out what qualifications one must have for these areas as far as education and experience are concerned. Sometimes a speaker is invited to talk with the students about his field. If possible, students go on field trips to places where they can observe people doing jobs in areas that they (the students) have identified.

Often the disadvantaged student's lack of respect for teachers in general creates a problem. Once I am able to identify that this is the problem with a

particular student, I establish a more personal relationship with the student. In this way, he or she can see me as a person not just a teacher. To begin breaking down the student's negative concept of me as a teacher, I am certain always to acknowledge his/her presence in the corridors as well as the classroom, praise their achievements at appropriate times and pay special attention to their moods. Often I pull the student aside (after class or after school) to hear them express their feelings, and to express my attitude and position. I also seize the opportunity to participate in extra-curricular activities in which the pupil is involved, if possible. Once a good relationship is developed with the student, I have more success in getting the pupil to put forth some effort in the subject area.

Technique 13 - Marilyn M. Wissman

During my initial interviews with students, I frequently use small (about 2" x 4") cards with words on them such as love, hate, family, friend, religion, health, money, ambition, fear, etc., that can be used to evoke responses in students. The student is then asked to arrange the cards in order. Those that have the most meaning to the pupil first and those with the least meaning last. This gives me a chance to observe the student and also gives them an opportunity to feel at ease in the guidance area. The use of these cards also makes it easier in working with students who may be reticent when discussing certain problems. We can work with the cards and the reasons for their placement without making the student feel uncomfortable or ill at ease when talking about something personal. It also makes it easier for the student to relate various situations when he/she comes into my office again.

I have used "contracts" several times in the past few years to help students with various problems. The "contract" is basically an agreement between the student and myself with the purpose of helping the student overcome certain problems that were preventing them from achieving to the best advantage in school.

Example: A senior boy came into my office worried about failing his senior year. Bill had been cutting classes and/or leaving school early without permission two or three days a week. He had been doing this for some time and had never been caught by the officials. Now, he was worried because he was failing several courses. We talked about why he was doing this, and he explained he was really bored and turned-off about school. We talked about "contracts" and how it might help in his case. Bill liked the idea and we worked out the terms - only those agreeable to both of us were used. He and I both signed it.

Bill's contract stipulated that he would come to school daily or have his mother call me if he were ill, and that he would bring a note if he missed class. He also agreed to stop by Guidance every day to say "hi" and to make an appointment to see me if he felt tempted to take off early. We agreed to try this for a month to see how it worked. Then we would discuss how it had worked and why.

At the end of the month, Bill reported that he had only cut two classes in that time and stayed home only once - with his mother's consent. His grades were improving and so was his attitude toward school. He felt the "contract" helped because it made him feel adult and responsible for himself. It also carried no

fear of punishment and no threat. The main person Bill would disappoint would be himself. Also, he knew that he was free to terminate the "contract" at any time.

I realize that a "contract" is not the solution to all behavioral problems, but I believe that it can be employed in the school system with some measure of success as long as it is explained and agreed to by all parties. It does, however, require a certain level of maturity on the part of the individual since the success or failure of the contract is totally up to the student.

Technique 14 - Irene DiBartolomeo

Many of my students lack confidence in themselves because of previous home and school experiences. This shows up in our first month of hospital affiliations even though the students practice two months in the classroom before taking care of hospital patients.

When the student forgets the proper procedure or part of it, for one reason or another, I look for something they did correctly. I compliment them on this first, and then I say, "do you remember how you did this in class?" Sometimes they are so afraid of their first contact with a real patient that they do forget and once reminded proceed correctly. Other times, it is a procedure they did not comprehend in class and I will stay with them and we will do it together. I never correct them in front of a patient.

In class the next day I will have a list of all the little things I saw done wrong and we will go over this list as a class without referring to a particular student. In using this method I find all the students checking on themselves when they return to the hospital the next day.

Technique 15 - Michael Wisnovsky and Jean McGill

Say the word discipline to an educator and you immediately conjure up visions of disruptive students, vandalism, punishment and other negative things. However, discipline is much more than those things. According to Webster's Dictionary, discipline is the training of mind and character through a particular system of rules of conduct. In education, discipline is a means of creating and maintaining an atmosphere conducive to learning. Discipline is merely a different facet of the total learning process. Maslow (1970), in his hierarchy of human needs, refers to discipline as a basic need of all learning processes. Glasser (1969), in his analysis of success and failure among school populations, cites discipline as a factor of success.

The disadvantaged student needs this atmosphere that discipline creates even more than the "normal student". Coming from a background of problems, they need the security that good discipline brings as well as the direction it provides. According to Fantini and Weinstein (1970), disadvantaged students need to be disciplined immediately. Letting an infraction go, or waiting until later to discipline a student is not as effective and detracts from the atmosphere you are trying to create. On the other hand, rewards for doing well must be immediately forthcoming. A nod of the head or a show of interest, a star next to the student's name, rapid return of test grades are all important means of bolster-

ing the student's sense of discipline. A sense of achievement is necessary to the disadvantaged student to encourage proper behavior, and create a positive self-image.

We are all aware of the fact that we teach and come in contact with various types of children in our profession. This section will help you identify and better understand some of those children who may have personality problems which can lead to disruptive behavior.

The teacher may encounter these problems both inside or outside of the classroom. Coping with children's personalities mainly falls upon the teacher. They should not be ignored or avoided and must be dealt with in some manner or fashion. Herbert Foster, in his book, Ribbin', Jivin', and Playin' the Dozens, states that the teacher has two choices in areas where discipline and order are rarely present in or outside of class. They either "assume a passive role - insisting that the students must discipline themselves - (Example: "I did not become a teacher to become a cop."), or they assume the participatory role, where the teacher actively brings about the discipline and order required for teaching and learning."

In any case, if the teacher's attitude and actions are constructive and intelligent, they can be extremely helpful to some students. Those passive and uninformed, on the other hand, may cause undue harm and suffering not only to the child, but themselves as well.

The personality problems dealt with here are from Stoops, Johnson and Smith's pamphlet Classroom Personalities. They are categorized under four headings: (1) The "Symptom" - which gives a very brief description of the behavior displayed, (2) "Possible Reasons for the Behavior", (3) "What to Try" - steps to possible solutions, and (4) "Things to Remember".

Please be aware that every child does not evidence all the symptoms stated. One should study student behavior patterns and be aware that personalities vary. There are no exact "types". Each child is an individual and his or her specific problem must be handled individually. There is no set pattern or way to handle these specific problems. What may work for one child may not work with another. You must be able to work at the solution that fits the need required and needless to say, in many cases it can be both tiring and taxing.

Patience, a little show of affection and understanding are assets for any teacher, with a lot of patience being the forerunner. Attitude and personality improvements do not develop overnight. Sometimes, they do not improve at all. However, don't give up, just keep on trying. The following may help you.

The Aggressive Child

Symptoms - They may:

- Look for trouble.
- Want their own way.
- Be on the defensive.
- Blame others.
- Be quarrelsome, disrupt class.
- Be resentful, defiant, rude, sullen, or insolent.
- "Sass" adults.

Possible Reasons for Behavior:

- A domineering, over strict parent.
- Weak, over indulgent parents who give in to child.
- Feel lack of parents' affection.
- A dislike of the teacher.
- Unhappiness in his relations with others.

Try This:

- Keep child busy.
- Give simple, physical activities.
- Hold conferences with student and parent.
- Give student leadership responsibilities.
- Attempt to "reach" him/her, make friends with the student.

Things to Remember:

- Be calm and patient. Improvement is usually slow.
- Expect setbacks.
- Overlook more than you see.
- Arguing will not solve anything.
- Remember that fighting may give some immediate relief to pent-up emotions and anger.
- Evaluate your own feelings/actions toward the student.

The Careless Child

Symptoms - They may:

- Make many mistakes in school work.
- Lose things.
- Do messy school work.
- Misplace things.
- Have a messy desk.
- Be thoughtless in dress/appearance.
- Have a "don't care" attitude.
- Be happy-go-lucky.

Possible Reasons for Behavior:

- Emotional problems.
- Loose home environment.
- Pressures that cause an "I don't care" attitude.
- Lack of classroom standards.
- Over indulgent parents.

Try This:

- Refuse to accept a messy paper.
- Teach him/her to better organize time and work.
- Speak to nurse about any personal neatness/cleanliness problems.

Things to Remember:

The child is a product of his/her environment.
Little has been expected of some children.
Some praise will help him/her.

Consistently Disobedient Child

Symptoms - They may:

Talk back.
Pay no attention and follow no directions.
Be the "I dare you" type.
Be unhappy, worried, hungry.
Want their own way.
Rebel against all authority.
Want punishment to gain attention.

Possible Reasons for Behavior:

Lack of respect for authority.
Arrival of new baby at home.
Parent difficulties or broken home.
Hunger, or chronic physical irritation.
Lack of affection.
An attempt to gain status with peers.
A compulsion to disobey.

Try This:

Separate student from their followers.
Give student special jobs and responsibilities.
Let him/her help build group standards.
Encourage talking out problems.
Have student write about what he/she would like to do.
Refer to guidance/child study team.

Things to Remember:

Punishment may not be the answer.
He/she may try to rationalize actions by giving "reasons" for behavior.
Reprimanding in public may aggravate situation.
If you threaten, you may have to deliver.

The Emotionally Upset Child

Symptoms - They may:

Feel insecure.
Be fearful - worried.
Fail in school with no apparent reason.

Have emotional blocks to learning.
Know one day and not the next.
Not respond unless student thinks he/she is right.
Have a negative attitude.
Imagine illness when nothing is wrong.
Dislike school.
Problems with brothers and sisters.
Brain damage.

Possible Reasons for Behavior:

Sudden change in child's life - a crisis.
Slow physical and social development.
Parents who are seldom at home.
Problems with brothers and sisters.
Lack of affection and encouragement from parents.
Brain damage.
Early or rapid physical maturation.

Try This:

Investigate health conditions.
Investigate his/her school record to see if he/she can do what is expected.
Give opportunity to release tensions.
Appoint or ask classmates to assist where possible.
Give student a chance to rest.
Suggest/refer to Child Study Team.

Things to Remember:

Emotionally upset students need to release tensions and emotions.
Holding emotions in may further aggravate situation.
Fighting may release these emotions.
Call on available school resource people.

The Lazy Child

Symptoms - They may:

Avoid effort.
Wait for help and not try on their own.
Be listless and careless.
Give excuses for not doing work.
Lounge in seat.
Give excuses for not completing work.
Be slow in starting work.
Be sluggish and slow in finishing work.
Daydream - lack of ability to concentrate on work.

Possible Reasons for Behavior:

Frustration - work too difficult.
Parents and teachers expect too much.

He/she has too many failures and too few successes.
He/she receives too much criticism and little praise.
Boredom because work is too easy.
Lack of challenging school work.
Cover-up for lack of ability.
Watches TV late into night.

Try This:

Praise student for special effort.
Study home life - talk to parents.
Help pupil develop skills where success might be achieved.
Check out physical or health deficiencies.
Adjust work to his/her ability.
Insist student completes what he/she begins.
Insist on accurate, neat work.
Set up a time limit for work.

Things to Remember:

A lazy child has some kind of problem.
Laziness is not normal.
Praising good work promotes activity.
If student can do it, work should be passing before acceptance.
Rapid growth leaves a child listless.
Laziness does not necessarily indicate intelligence.

The Socially Maladjusted Child

Symptoms - They may:

Have poor attendance.
Be sullen and unhappy.
Say he/she hates school.
Be indifferent and inattentive.
Fail for no apparent reason.
Be an under achiever.
Cannot stand defeat in a game.
Roam around room and not stay in seat.
Not be accepted by others.
No sense of humor.
Be ready for a fight to win an argument.
Brag about self.

Possible Reasons for Behavior:

Low self esteem.
Teacher indifference.
Poor environmental background.
Playmate problems.
Exclusion because of physical appearance, size, actions, etc.
Has not been taught to get along with others.

Try This:

- Find out cause of problem.
- Work in small groups.
- Try to get student to talk about problem when it surfaces.
- Help student understand family and peers.
- Relate pupil difficulties to specific situations.
- Help pupil with self-evaluation.
- Reassure student he/she is wanted.

Things to Remember:

- Improvement will be slow.
- Patience and persistence on your part.
- He/she may develop aggressive/withdrawing traits.
- Rejection will retard improvement.

The Too-Small Child

Symptoms - They may:

- Many times be noisy, cocky, or aggressive.
- Be a light eater.
- Tend to be introverted.
- Have nicknames such as "squirt."
- Worry about his/her size.
- Get angry when kidded about size.
- Act like a "macho" man.

Possible Reasons for Behavior:

- Feelings of inferiority.
- Sensitive and cannot take teasing.
- Malnutrition.
- Heredity.
- Student is a late developer.

Try This:

- Point out short people accomplishments.
- Praise achievements, especially where small size is an asset.
- Give jobs where students can succeed.
- Discuss that everyone is different in size, color of complexion, country of natural origin.

Things to Remember:

- No one can change size or feelings about it.
- He/she may be a "late bloomer."
- Dietary and glandular difficulties may exist.
- Size and shape are sensitive areas with students.

BEST COPY AVAILABLE

A. Mattes, principal of William C. McGinnis School, Perth Amboy, NJ, distributed the following helpful hints on discipline to his faculty:

THE TOP TEN TIPS ON DISCIPLINE FROM ADMINISTRATORS TO TEACHERS

1. Plan. Plan ahead, plan more classroom activities than you'll use.
2. Keep students busy on learning tasks.
3. Praise publicly, scold privately.
4. Catch the child being good.
5. Be fair, be firm, be flexible.
6. Don't get upset about mild classroom incidents.
7. Set classroom behavior standards early in the year.
8. Disapprove of the misbehavior, not the child.
9. Don't punish the entire class for the infraction of a few.
10. Never humiliate a student, make threats you don't plan to carry out, use ridicule or sarcasm in dealing with infractors, rely on your principal or vice principal to solve minor misbehavior problems.

We as teachers must realize that any discipline program is only as good as we make it. In our educational preparation for teaching, we all developed what we felt were good methods and attitudes towards discipline. Many of us had to modify these methods and attitudes during our teaching careers. Having disadvantaged students in our classes may mean another modification in our methods and attitudes. Disadvantaged students can sense weak or disorganized teachers and will react negatively.

There is no one answer to the problem of discipline for the disadvantaged but rather a collection of suggestions that each teacher can use. In an interview in Playboy in 1969, Marshall McLuhan was asked why there was so much turmoil in high schools. McLuhan replied that the students are searching for a role, not a goal. Glasser, in 1971, revised McLuhan's statement to say students need a role before a goal. These statements hold true for the disadvantaged student. Discipline is a means of providing a productive role for the disadvantaged student. We must remember that discipline is more than coping or reacting to an undesirable situation, it is a means for improving the quality of education that educators strive for.

Review Questions

1. Why is it important to develop a trusting learning atmosphere when working with the disadvantaged?
2. Describe the approach to classroom discipline which would work best for you; explain why.

3. Identify four teaching techniques described and explain how they can be implemented into your teaching situation.
4. Develop an individual teacher-student contract for either learning or behavioral purposes.
5. Describe how structural learning can be developed and implemented on an individual basis.

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**HELPFUL HINTS FOR TEACHERS OF
STUDENTS WITH SPECIAL NEEDS**

**PROGRAMS FOR THE
DISADVANTAGED
AND
HANDICAPPED**

**NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF OCCUPATIONAL EDUCATION**

THE INTRODUCTION

We are living in a period of constant change. Hence, our schools have an important role to play in this changing world as efforts are made to find new and better ways of preparing all students to take their places in society. This is a challenging role for every educator who is a part of the public school system or non-public school system. It is of particular significance to the occupational educator whose aim is to assist the disadvantaged or handicapped student with special educational needs to prepare for a worthwhile and rewarding future in the world of work.

PURPOSE

The purpose of this publication is to offer suggested hints and tips for improving the instructional program for students with special, exceptional needs.

Included are suggestions regarding program planning, teacher behavior, student reaction, discipline, evaluation and other aspects of special needs programs.

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THE TEACHER OF STUDENTS WITH SPECIAL NEEDS

The success of any educational program is directly dependent upon the teacher, supportive personnel, resources and materials.

The selection of the teacher to work with the disadvantaged and handicapped is quite important. These teachers need to possess identifiable characteristics and specific qualifications which will enable them to more effectively work with the disadvantaged/handicapped. Even though skills needed by the teacher of the disadvantaged/handicapped might be the same as for any good teacher, this resource person needs special strengths in certain areas.

Several desirable characteristics of teachers working with disadvantaged/handicapped students are listed in the Occupational Education for The Disadvantaged Through Utilization of Man-Months (Definitions, Rules, Regulations, and Examples of Programs) Part B Vocational Education of 1962, North Carolina State Department of Public Instruction, Division of Occupational Education, Raleigh, North Carolina, January, 1974.

WHAT THE TEACHER OF THE DISADVANTAGED SHOULD KNOW

Student's Basic Needs

Numerous pamphlets, articles and volumes have described the language deficiencies of the disadvantaged student, his health, social and emotional needs, his anti-school attitude, rebellious behavior and all the rest of the syndrome. On the other hand the disadvantaged child is basically no different from his/her peers in that he/she wants acceptance, to feel good about himself, success, praise and to like and to be liked by others. A realization by students that teachers are people with basic human needs to be met helps them to respond more appropriately to different types of teachers. Maintaining status with his peer group may be one of the most important factors influencing and motivating the learning of a student with special needs. Teaching the disadvantaged successfully lies in using their strong human needs and positive learning styles as spring boards to effective teaching and learning. These needs must be met if learning is to take place.

POSITIVE LEARNING STYLES OF THE DISADVANTAGED

- Good ability to express feelings
- Articulateness in creative dramatics and role-playing
- Good ability to improvise with commonplace materials
- Enjoyment and ability in art forms such as drawing and painting
- Enjoyment and ability in creative dramatics and dance
- Enjoyment and ability in music
- Expressiveness in speech
- Fluency and flexibility in non-verbal media
- Enjoyment and skills in group learning and problem solving
- Responsiveness to the concrete
- Responsiveness to the kinesthetic
- Expressiveness of gestures - "body language"
- Humor
- Richness of imagery in informal language
- Originality of ideas in problem solving and brain-storming
- Problem-centeredness
- Emotional responsiveness
- Quickness of warm-up

WHAT THE TEACHER OF THE HANDICAPPED SHOULD KNOW

Characteristics and Common Needs of The Handicapped Student

The Handicapped Person:

- . May fail to possess feelings of personal adequacy, self-worth, and personal dignity; he may have failed so often in school that he is provided with a feeling of hopelessness. He may also be unable to accept the disability which has been reinforced by society's negative stereotyping.
- . May frequently be a disabled learner limited in his capacity to master basic communication and computational-quantitative skills.
- . May have limited mobility within his community and thus have little knowledge of not only the mechanics of getting about, of how to use public transportation, but will lack important information regarding the community's geography, institutions, and places of commerce and industry. As a result, he may not view himself as a part of his community.
- . May possess personal-social characteristics which interfere with his ability to function satisfactorily in a competitive work setting.
- . May be affected by chronic illnesses and by sensory-motor defects which reduce his effective response to training and placement.
- . May possess physical characteristics which can elicit rejection and can be viewed by peers, teachers, and employers as unpleasant.
- . May lack goal orientation and particularly that which relates to selection of an occupational training area and the anticipation of fulfillment in that area.
- . May have unrealistic notions as to what occupational area would be most appropriate.
- . May lack exposure to worker models. This is particularly true of the large number of handicapped youth whose families receive public assistance or who are plagued by chronic unemployment.

GUIDELINES FOR THE EDUCATOR PREPARING STUDENTS TO ENTER THE WORLD OF WORK

Numerous studies have consistently established the importance of work in the life of an individual. Satisfaction in one's working career greatly affects every other aspect of a person's life.

The occupational content, as well as the academic portion of the curriculum, should be dependent on the "special" student's specific personal, social, and educational needs. These needs should be thoroughly diagnosed and instructional activities designed to alleviate the effects of the disadvantaged and/or handicapping condition that is preventing the student from succeeding in the regular occupational program.

Several key points to be considered in planning an occupational program for this target group are as follows:

- . Train for the acquisition of basic employability characteristics.
- . Provide the academic teachers with information about the needs in academic skills as they relate to a specific vocational training area.
- . Train at a level of competency which matches the youth's potential.
- . Train in an area where the student can master a skill which is saleable.
- . Where possible, combine training in the school with on-the-job training.
- . Be prepared to provide for shorter instructional periods and for longer total time for course completion.
- . Be prepared to repeat segments of instruction, particularly for those students who possess learning handicaps.
- . Make provision for individualized instruction.
- . Utilize demonstration lessons and manipulative endeavor in the case of handicapped students with learning disabilities.
- . Provide for frequent reinforcements of student's progress in learning situations.
- . Make certain to treat all aspects of a learning situation; never take granted the occurrence of incidental learning.
- . Place great emphasis upon safety procedures and caution in the use of tools and equipment.
- . Ensure an emotionally stable and predictable training environment.
- . Make copious use of the prevocational evaluation and the vocational counselor's support.

SUMMARY OF HELPFUL TIPS AND HINTS FOR TEACHERS

Hints to Success

The teacher, counselor and administrator must strive to see that all students have an equal opportunity to achieve success. In order to do this they must:

- . Seek student participation in planning the learning activities.
- . Encourage student initiative, originality and independence.
- . Encourage appreciation for the abilities of other individuals.
- . Seek student participation in establishing desirable standards of conduct.
- . Accumulate and analyze all available information relating to the student.
- . Encourage students to seek additional knowledge through the asking of relevant questions.
- . Challenge the student's interests and abilities.
- . Provide opportunities for exploration and the expression of ideas.
- . Encourage students to discover, define, solve and interpret personal and social problems.
- . Strive to maintain learning situations in which students will succeed and experience personal satisfaction.
- . Provide a core of material within the program that reflects industry.
- . Prepare instructional materials in shorter units of work.
- . Provide more frequent evaluations of student progress and more remedial work.
- . Recognize that the student's vocabulary is more limited and less precise.
- . Be aware that the student's do not readily see relative generalizations or meanings and plan the instructional materials accordingly.
- . Keep the student aware of his progress at all times and give him reason to believe that he is succeeding.
- . Utilize real visual objects and other concrete and lifelike teaching aids whenever practical in the instructional program.
- . Attempt to discover the areas of special interest of the individual student and utilize these as an incentive for learning.

Hints to Success (continued)

- . Keep in mind that daily assignments involving specific meaningful tasks are the most effective.
- . Utilize manual activities.
- . Recognize that it is very important that the student like and have confidence in his teacher.
- . Take care to provide reading material of easy vocabulary and with sentence structure and content suited to the student's age level, interests, and experience.
- . Remember that the students have less cultural opportunity at home, less educated parents, less reading material at home and, in general, a poorer background for learning.
- . Remember that school is particularly dull and unexciting to the disadvantaged student compared to the out-of-school activities that make up his life.
- . Be content to attempt less and make sure that better learning takes place from that which is attempted.
- . Be patient and encouraging in word and in manner.
- . Find out where the student is and start with that. Develop an open system of instruction.
- . Promote a realization of self-worth.
- . Attempt to gain the student's confidence.
- . Provide a success oriented program.
- . Include parents in the program.
- . Explain to the student in a nonauthoritarian manner that you are there to help him achieve success.
- . Maintain an "open door" office policy but do not pressure students to visit (encouragement but not pressure).
- . Help the student to keep up with the class.
- . Be alert for any opportunity to praise him or his work in order to help build his self-image.
- . Maintain an awareness of the importance of eye-contact and body language which might underscore what you are saying.

Hints to Success (continued)

- . Assign students to the job that they want to work on.
- . Assign a minimum of book work.
- . Keep in mind that student goals are to be considered in the long range planning of the course.
- . Keep in mind job placement in the community as a factor in motivating the disadvantaged student.
- . Use competition on the completion of contract assignments.
- . See the students as individuals and make an effort to understand their personal problems.
- . Work at building respect between student and teacher. Talk at a level which the students can understand.
- . Know how to criticize constructively.
- . Take an active part with students; and get involved. Utilize teaching methods that require demonstrations.
- . Encourage students to challenge what's taught; encourage them to learn; instill responsibility.
- . Demonstrate to the student where he or she will fit into a particular job. Have people from industry come in and relate actual experiences.
- . Make use of mini-course teaching.
- . Make an effort to meet the students' needs.
- . Be flexible; show trust in the student and be diversified.
- . Use language that the student can understand and can employ to express himself.
- . Take advantage of opportunities to talk informally with students outside of the classroom about matters other than schoolwork.
- . Get out from behind the desk when talking with the student.
- . Be friendly but not familiar.
- . Listen intently but patiently.

Hints to Success (continued)

- . Arrange field trips into the business and industrial community to give youngsters a chance to see the work areas, and encourage personal interviews by the students concerning job duties, feeling, strong points and weak points about the work they are viewing.
- . Set up ground rules and guidelines which will define behavioral limits and penalties for violation and adhere to these principles and rules.
- . Allow for dissenting opinions.
- . Tell the students exactly what is expected of them and how they will be able to meet these responsibilities in detail. Let them know where they stand regarding their responsibility.
- . Tell the importance of the topic and why it is being discussed.
- . Respect the confidence of students.
- . Establish and announce standards of acceptable behavior and follow through consistently to maintain these standards.
- . Be innovative and present unique, startling ways of conveying subject matter. Be different!
- . Use tape recorders, radio and TV and let the student use them.
- . Use a variety of classroom aides in a comfortable surrounding.
- . Show the student the purpose of each assignment and relate it to something that is important to him.
- . Plan repetition for reinforcement. Use a variety of methods to prevent boredom.
- . Explain that discipline is important and use peer group monitors.
- . Capitalize on getting students to give you their ideas and encourage participation at all times.
- . Relate instruction to students life and culture when possible.
- . Keep presenting the information in small steps, and be sure that student has achieved an acceptable degree of success before sending him on to another step.
- . Show that you are at ease in the classroom. Avoid stereotyped procedures. Talk freely and openly.
- . Be adaptable and operate without enforced structure. Maintain relaxed structure, but keep it reinforced to maintain necessary discipline and order.
- . Have and show your sense of humor.

Hints to Success (continued)

- . Always acknowledge all student responses whether correct or incorrect. Be careful not to use comments that "reject" such as, "How could you say that?"
- . Provide feedback that is immediate and specific to the students response.
- . Use active rather than passive words.
- . Use motion, color, contrast, variety and personal reference.
- . Let students move about as freely as the physical environment will allow.
- . Treat a student as a person rather than as a number.
- . Allow the student to proceed at his own pace - don't rush him.
- . Praise the student often and sincerely.
- . Respect the student's opinion and even though you don't agree with him allow him to express his thoughts.
- . Create a comfortable environment with attention to relaxed atmosphere, furniture, lighting, heat and air.
- . Return all assignments promptly and communicate something on each assignment as a personal message to the student such as praise, or encouragement, etc.
- . Treat all efforts with respect.
- . Judge students objectively; don't play favorites.
- . Deal firmly with situations when necessary
- . Show sincerity, respect and patience.
- . Offer as much work or laboratory related experiences as possible.
- . Encourage students to express their own opinions.
- . Use guest speakers and people that the student can relate to as "motivators."
- . Drive home a point dramatically by being dramatic and colorful with the presentation of materials.
- . Be prompt, orderly, systematic and thorough.
- . Use clarity, enunciate well, and use good pronunciation.
- . Pay attention to the slow students or those who cannot keep up. Commend all students for good work. Give praise and encouragement to the student and show a real interest in his accomplishments and progress.

Practices to Avoid

- . Do not criticize a student in the presence of his peers.
- . Do not preach. (In fact, talk as little as possible.)
- . Do not be condescending or patronizing.
- . Do not judge by middle-class standards.
- . Do not think of things in black-and-white terms if you want the student to be able to see more than one side to a question.
- . Do not be authoritarian.
- . Do not subject the students to changes without advance notice; they are insecure enough already.
- . Do not expect consistency in progress toward more acceptable standard social behavior. There will be many retrogressions precipitated by environmental influences.
- . Do not be afraid to admit your own mistakes.
- . Do not expect to reach every one of your students.
- . Do not let your own problems get in the way of good discipline.
- . Do not back yourself or a child in a corner. Always leave a way out.
- . Do not take slight irregularities of conduct too seriously.
- . Do not monopolize one type of classroom procedure.
- . Do not give the student meaningless tasks from which little progress in learning can be expected.
- . Do not be sarcastic or critical. Praise the student for his accomplishments.
- . Do not be irritated by symptoms of lack of interest, tension, discouragement or mild disorder which diminish as the students are given learning activities that are appropriate to their capacities, abilities and interests.
- . Do not attach permanent importance to initial impressions of student hostility and/or indifference which may be a student "front" for mistrustfulness of self-uncertainty.
- . Do not, in conversations, correct student's speech or manner of speech. Speak in words that students can understand.
- . Do not impose your individual values on the students.

Practices to Avoid (continued)

- . Do not measure achievement in terms of grades only and do not compare to others.
- . Do not use phrases such as:
 - "You won't understand this, but . . ."
 - "You should have known that . . ."
 - "Half of you won't be here for long . . ."
- . Never argue with a student in class.
- . Do not threaten students.
- . Do not use obscure meanings or meanings that the student cannot relate to.
- . Never refuse to allow a student to say something that he feels is important.
- . Do not use words which reflect hostility, sharpness, suspicion, apathy or disrespect.
- . Do not do things that you do not want the student to do. Use integrity and honesty. Be a good model.
- . Do not be overly familiar, rude, sarcastic or unfriendly.

TEACHER'S SELF EVALUATION

Criteria for Evaluating Content and Yourself

NOTE: If the following questions can be answered in the positive, the content should be meeting the students' needs.

1. Are you relating subject matter to personal experience?
2. Is the content helping the students to become more aware of the world around them and of their relationship to it?
3. Does the content indicate that the students are gaining in feelings of self-confidence and self-worth?
4. Is the content arousing the students' motivation, so that they become personally involved and interested in continuing learning outside the classroom?
5. Does the content include new and review material?
6. Are the students being given all possible opportunities for self-expression?
7. Are you listening in on their wave length?
8. Are you remembering not to talk too much?
9. Is the content helping the students to develop more realistic concepts of their responsibilities as prospective employees?
10. Are the students becoming less fearful of failure on a job?

* RESOURCE REFERENCES

Books and Pamphlets

1. Teaching The Culturally Disadvantaged Pupil. Authors: John M. Beck, Richard W. Se and Charles C. Thomas. C. C. Thomas, Springfield, Illinois, 1969.
2. The Education of Disadvantaged Children. Author: Raymond Bottom. Parker Publishing Company, Inc., West Nyack, New York, 1970.
3. On The Outskirts of Hope. Author: Helaine Dawson. McGraw-Hill Book Company, New York, 1968. (Paperbound)
4. The Disadvantaged - Challenge to Education. Authors: Mario D. Fantine and Gerald Weinstein. Harper and Row, New York, 1968. (212) 207-7000
5. Teaching Educable Mentally Retarded Children. Author: Oliver P. Kolstoe. Holt, Rhinehart and Winston, Inc., New York, 1970.
6. Vocational Education for The Multi-cultural and Educationally Disadvantaged Student Dr. Robert Kunst, Projector Director. California State University, Long Beach.
7. Education for The Disadvantaged. Edited by Harry L. Miller. Free Press, New York, 1967. (Paperbound)
8. Individualized Instruction - Every Child A Winner. Author: Gertrude Noar. John Wiley & Sons, Inc., New York, 1972. (Paperbound)
9. Teaching The Disadvantaged. Author: Gertrude Noar. National Education Association Copyright - 1967, 1972.
10. How to Teach Disadvantaged Youth. Authors: Allan C. Ornstein and Phillip D. Vairo David McKay Company, Inc., New York. (Paperbound)
11. Teaching Strategies for The Culturally Disadvantaged. Authors: Hilda Taba and Deborah Elkins. Rand McNally and Company, Chicago.
12. Teaching The Disadvantaged Child. Sidney W. Tiedt, Editor. Oxford University Press, 1968.
13. Encouraging Creativity in The Classroom. Author: E. P. Torrance. Wm. C. Brown, Publishers, 135 S. Locust Street, Dubuque, Iowa 52001.
14. Vocational Education for Handicapped Persons. (OE-35096) - Earl B. Young, Project Director. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.
15. Suggested Utilization of Resources and Guide for Expenditures. U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C.

*References used in this publication.

APPENDIX D

INDIANA UNIVERSITY OF PENNSYLVANIA
VOCATIONAL PERSONNEL PREPARATION PROGRAM
SCHOOL RESOURCE PERSON WORKSHOP

Time and Place

Indiana University of Pennsylvania
Center for Vocational Personnel Preparation
Reschini House, IUP
Indiana, PA 15705
(412) 357-4434

Tuesday, August 14, 1984

8:00 - 9:00	Breakfast
9:00 - 10:00	Conceptual Base of Program and Staffing (SRP role)
10:00 - 10:30	Module Format
10:30 - 10:45	Break
10:45 - 12:00	Program Operations and Policies
12:00 - 1:00	Lunch
1:00 - 1:30	Overview of Disadvantaged Program
1:30 - 2:30	Vocational Disadvantaged Program Mary Recupero, Field Consultant Bureau of Vocational Education, PA Department of Education
2:30 - 2:45	Break
2:45 - 4:00	Disadvantaged Program at the Local Level Linda Szul, Vocational Education Coordinator, Business Education Armstrong School District
5:00 - 6:00	Dinner

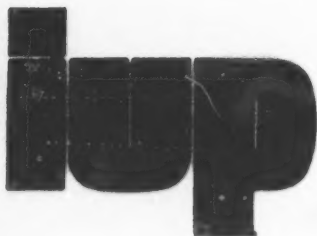
Wednesday, August 15, 1984

8:00 - 9:00	Breakfast
9:00 - 10:30	Assisting the Intern to Work with the Disadvantaged
10:30 - 10:45	Break
10:45 - 12:00	Continue
12:00 - 1:00	Lunch
1:00 - 2:00	Meeting with Interns/SRPs working in Program
2:00 - 2:15	Break
2:15 - 2:30	Field Center Concept
2:30 - 4:00	Cognitive Testing
5:00 - 6:00	Dinner

Thursday, August 16, 1984

8:00 - 9:00	Breakfast
9:00 - 10:30	Improving your Communications Skills
10:30 - 10:45	Break
10:45 - 12:00	OCA Examiner Workshop
12:00 - 1:00	Lunch
1:00 - 2:30	Helping Conference
2:30 - 2:45	Break
2:45 - 4:00	Evaluation and Clarification

APPENDIX E



INDIANA UNIVERSITY OF PENNSYLVANIA

SPRING SRP WORKSHOP

HELPING THE DISADVANTAGED LEARNER IN VOCATIONAL EDUCATION PROGRAMS

MAY 10 & 11, 1985

NEED

Vocational educators are being called upon more and more to teach students who are economically, academically and socially disadvantaged. To teach these persons effectively, many vocational instructors need to acquire the additional professional knowledge, attitudes and skills that will enable them to be successful teachers of disadvantaged learners.

THE WORKSHOP

The purpose of the workshop is two-fold: (1) To provide an overview of disadvantaged students as learners to School Resource Persons and master teachers in IUP's PBTE program and (2) to equip School Resource Persons and master teachers with conferencing techniques and reference materials which will enable them to assist PBTE interns who have disadvantaged learners in their classes.

PRESENTERS

Our guest speakers for the two-day seminar include Dr. Charles Garner and Dr. Ernest Cole. Dr. Garner is chairperson of the graduate school of education, Department of Vocational-Technical Education, Rutgers University. He is founder and administrator of the New Jersey Voc. Ed. Resource Center at Rutgers, and the author of numerous articles on curriculum design, and methods for teaching disadvantaged students in vocational programs. Dr. Garner's experience in education as teacher, professor and administrator have provided him with a unique perspective when working with teachers who have disadvantaged students in their classes.

Dr. Cole is education program specialist, Division of Special Education, New Jersey Department of Education. Dr. Cole has served as supervisor of vocational services for the disadvantaged in the New Jersey Dept. of Ed., and as a vocational teacher of students with special educational needs. He is past president of the New Jersey Association of Vocational Education Special Needs Personnel, and author of many articles dealing with handicapped and disadvantaged students in vocational education programs.

LOCATION

The seminar will be held at the Quality Inn Hotel (formerly Holiday Inn) near the city of Butler, PA., 139 Pittsburgh Road, Route #8, (412) 287-6761.

HOTEL ACCOMMODATIONS

Single-room reservations will be made for workshop members for Friday night, May 10. Meals will be buffet style. There will be no charge for meals or lodging.

TRAVEL

Workshop participants will receive a \$50 honorarium for attending both days of the seminar. They will be expected to cover the cost of their travel (mileage) with this fee.

SUBSTITUTE TEACHERS

Administrators who permit their IUP School Resource Persons and master teachers to attend the workshop can apply for a substitute teacher fee of \$50.

WORKSHOP AGENDA
HELPING THE DISADVANTAGED LEARNER IN VOCATIONAL EDUCATION PROGRAMS
MAY 10 & 11, 1985

FRIDAY, MAY 10

- 9:30-10:00 Workshop registration and check-in at the hotel
- 10:00-10:30 Film. "Model Vocational Programs Serving the Disadvantaged in New Jersey." The film gives an inside look into seven (7) model programs and provides a concise review on how to set up a program that is geared to the educational needs and vocational interests of disadvantaged students.
- 10:30-11:00 Who are the disadvantaged? Common demonstrable characteristics, screening procedures and assessment are discussed
- 11:00-11:10 Break
- 11:10-11:40 Performing occupational analyses for developing appropriate programs of study for the disadvantaged
- 11:40-12:00 Evaluation and Assessment. Teacher-designed assessment instruments, and procedures for placement
- 12:00- 1:00 Buffet lunch
- 1:00- 1:30 Instructional methodology - includes support personnel, teaching methods, learning contracts, and audio/visual materials
- 1:30- 2:00 Identification and utilization of community resources
- 2:00- 2:30 Discussion
- 2:30- 2:45 Break
- 2:45- 3:30 The School Resource Person and the PBTE Team
- 3:30- 4:30 An introduction to "Script Taping"
- 4:30- 5:30 Free Time
- 5:30- 7:00 Buffet dinner
- 7:00- 8:00 "Script Taping" (continued)

SATURDAY, MAY 11

- 8:00- 9:00 Buffet breakfast
- 9:00- 9:15 Review of Script Taping
- 9:15-10:00 Anecdotal Notetaking
- 10:00-10:15 Break
- 10:15-11:00 Conferencing techniques to use with interns who have disadvantaged students in their classes
- 11:00-11:10 Break
- 11:10-12:00 Conferencing techniques (continued)
- 12:00- 1:00 Buffet lunch
- 1:00- 2:00 Case studies / styles of conferences
- 2:00- 2:10 Break
- 2:10- 3:00 Videotape review / styles of conferences (continued)
- 3:00- 3:30 Reference materials, workshop closure and evaluation

WORKSHOP REGISTRATION FORM

HELPING DISADVANTAGED STUDENTS IN VOCATIONAL EDUCATION PROGRAMS

May 10 & 11, 1985

PLEASE PRINT

Name _____ Social Security # _____

Address: _____

Phone () _____

School where employed _____

School's Address: _____

Phone () _____

Area of Specialization or current teaching assignment _____

CHECK ONE OF THE FOLLOWING

/ / I plan to commute to the workshop. I will attend the workshop but will not need a hotel reservation.

/ / Please reserve a space for me at the workshop. I will attend the workshop and will need a hotel reservation.

Signature of participant

Date

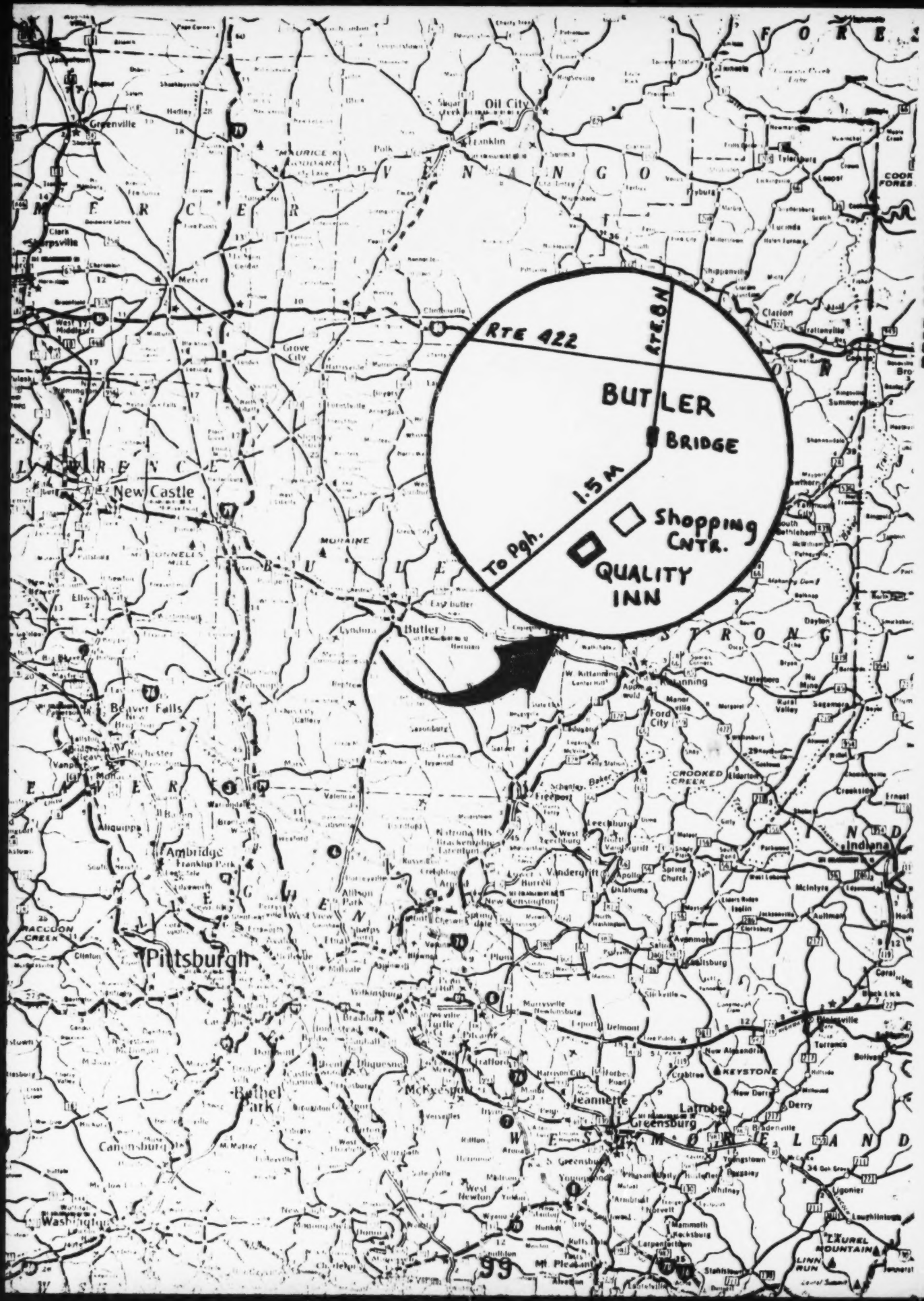
Please return this registration form by May 3, 1985 to:

Michael A. Spewock, Ed.D.
Center for Vocational Personnel Prep.
Reschini House, IUP
Indiana, Pennsylvania 15705

An addressed, postage-paid envelope has been provided for your convenience.

****WORKSHOP SPACE IS LIMITED ! PLEASE SUBMIT YOUR APPLICATION EARLY!**

BEST COPY AVAILABLE



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SCRIPT TAPING: AN ESSENTIAL SUPERVISORY TOOL

Quickly and accurately recording classroom observations doesn't have to involve expensive or elaborate devices.

The fundamental purpose of all supervision is to accelerate the growth of those who are supervised. Essential to this growth is the identification of three types of behaviors -- those that (1) contribute to productive performance; (2) consume precious time, energy, and materials, but contribute little to productive performance; and (3) actually interfere with productive performance. Once these behaviors are identified, they can be strengthened, eliminated, or remediated.

The easiest way to identify specific behaviors is by observing them. Final scores, whether in sports or tests, indicate whether you have a winner or a loser, but only observation can yield the information necessary to change a loser to a winner. To be useful, observation must be valid, objective, and recorded. A recorded observation enables observer and performer to "play back" the performance so that salient cause-effect relationships can be identified.

Video and audiotaping would seem to be ideal for recording observations. They obviously eliminate any observer bias, and they can be played back over and over again. On the other hand, cameras are too unwieldy to move around in a classroom; sound can be lost if an individual turns away from the microphone; and the cause-and-effect sequence can be lost if, for instance, the mike or camera focuses only on the teacher and not on students on the side of the room. Electronic taping equipment is also expensive and requires locking up when not in use.

Script-taping is an easy and efficient alternative to electronic taping. It is the process of capturing with pen and pad what happened in an observed segment of teaching so that cause-effect relationships can later be examined.

Developing the Skill of Script-Taping

Learning the skill of script-taping is remarkably easy and can be accomplished with about two hours of practice. The following is a sample of a script-tape as recorded by an observer:

Opn p. 43 I'm ask ver hd -- use mark to find ans whn fnd sho me w/
sig who has lots of pets Every had mark on rt ans Who can't see Mr.
Sleeper (wrong ans) that rt if askd who sees but can't see. Now
just rt.

From this script the recorder can play back:

Open your book to page 43. I'm going to ask some very hard questions. Use your marker to find the answer. When you have found the answer, show me with the signal (thumbs up). Who has lots of pets? Everyone had the marker on the right answer. Who can't see Mr. Sleeper? (A girl gave a wrong answer). That would be right if I asked who sees Mr. Sleeper, but I asked who can't see Mr. Sleeper? (Same child responds correctly). Now you're just right!

From this script-tape, the observer can verify that the teacher had every student answering every question with a marker and that the teacher was monitoring each student's information location skills. Also, the teacher is to be commended for dignifying the student's incorrect answer ("That would be right if I asked who sees Mr. Sleeper") and giving a prompt ("I asked who can't see Mr. Sleeper") to help the student answer correctly, thereby giving the student a success experience rather than a feeling of being "wrong."

Using the script-tape, the observer plans an instructional conference. Skimming the anecdotal notes, the observer can pick up specific examples from actual performance to give meaning to the discussion: "When you said 'Be ready to give an example of __,' and then waited, all students were alerted to the possibility of being called on but were given time to formulate and refine their answers." This eliminates vague statements such as "You gave students enough thinking time." Regardless of what type of instructional conference is used, data that bring validity to the interchange are easily available from the script-tape.

Advantages

Script-taping is the least expensive tool of the supervisor, and it effectively produces growth-evoking records because:

1. It requires only paper and pencil.
2. It has extraordinary flexibility. The writer can focus quickly and monitor two or more areas simultaneously. Quick sweeps of the observer's eyes can pick up activities and responses from all over the room.
3. It provides easily accessible, temporal accounts of events from which cause-effect relationships can be inferred.
4. It is unbiased when carried out correctly. Created by an inexperienced or unsophisticated observer, script-tapes can be biased if the records show only what the observer thought was important or worth recording.
5. It can be "played back" anywhere because, from the written record, the observer becomes the playback instrument. The fidelity of the reproduction, as with all recording, depends on the sensitivity of the recording instrument and the reproduction capacity of the playback instrument. A trained observer can produce a high-quality performance in both recording and playback.

6. The optical scanning of the human eye and the dexterity of the hand in turning a page are the only time consumed in locating the needed part of the teaching episode. Skilled observers mark salient parts when recording them, making their location obvious. All parts of the lesson are almost immediately accessible.
7. The cost of storage is only the price of a folder and file space. Frequently, only summary notes and recommendations are kept.

The only real problem is that beginners find it hard to believe that the process can be learned with just a little practice.

Script-taping should become a required proficiency for any educator who has responsibility for improving the performance of another. It is a necessary element in supervisory and administrative preservice training and a constant element in effective supervisory performance.

Anecdotal Notetaking

Definition: Anecdotal notetaking is a running verbatim record of what occurred in a classroom. Generally it is a set of handwritten notes of events made by the observer which captures what has gone on in the lesson -- what the teacher and students said or did. The notes form the "protocol" of what happened. They are a record not a commentary.

Rationale:

- A. What teachers and students say to one another has a major effect on the learning process. Therefore, an important skill in teaching supervision is the ability to listen and record what is being said during a classroom visitation.

Keith A. & Meredith Damien
Acheson Gall
Clinical Supervision of
Teachers

- B. Without data that is accurate, there can be no conference, no reinforcement of good teaching techniques and improvement of poor teaching techniques.

Robert Goldhammer
Clinical Supervision

- C. I don't know any way that you can do an effective instructional conference without the anecdotal record . . . No one can do effective conferences which give knowledge of results without an anecdotal record. It is an absolutely essential component of the process.

Madeline Hunter
(Audio tape)

- D. The consequences of a lack of adequate records of classroom instruction have proved to be deadly. When adequate objective data are not available in programs of clinical supervision, the entire process of supervision becomes distorted.

Morris L. Cogan
Clinical Supervision

WORKSHEET - Teaching to an Instructional Objective

I. Label the teacher actions listed below with an I, Q, A, or R.

I ____ Giving information or explaining

Q ____ Asking questions

A ____ Providing activities for student to reach objective

R ____ Responding to the efforts of the learner

1. ____ "If I stand along a road with my thumb out, do people know what I want?"
2. ____ "The clothing we wear is an important way we communicate what we think about ourselves to other people."
3. ____ "Look at this picture and describe for me the nonverbal cues you see in the people."
4. ____ "Today, we will be going over a number of ways people communicate without saying a word."
5. ____ "I agree, Sam, that as in the picture, our mothers are experts in interpreting our non-verbal behavior. Give me an example."
6. ____ "The three ways we communicate nonverbally are sign language, action language, and object language."
7. ____ "You saw several important details in the picture. Tell me what you mean by soothing color."
8. ____ "How do you know a weight lifter when you see one?"
9. ____ "Before class tomorrow, watch the students in our school interact. Look for those who are glad to be here. Look for those who like each other. Be ready to describe the behavior which exhibits their attitudes."
10. ____ "That was a sophisticated point you made about the kinds of sneakers we see in this class. Explain what you mean by 'stereotypes'."
11. ____ "Harry, that's an interesting opinion you have of that picture. Perhaps we can talk about it further when it comes up in the unit later on."

Planning for the Instructional Conference

1. After the observation, return to your office to study your anecdotal notes.
2. On a separate sheet of paper form 2 columns headed "Effective Teaching" and "Strategies Needing Improvement". List, from your notes, the strategies used by the teacher, which belong in the 2 columns.
3. Examine the 2 lists. Make your decision as to what you want to discuss with the teacher in the instructional conference. Focus on one or two items. This is your conference objective.
4. Determine the style of conference you will hold. Conference styles A, B, C, and E may be combined. D style always stands alone.
5. On your 2 column list of strategies, add the reasons which support why things were effective or why they need improving.
6. Plan your instructional conference based on the Lesson Design format.
 - (1) Objective (Determined in Point 3)
Is it at the correct level of difficulty for the teacher?
Is it stated or not stated?
 - (2) Anticipatory Set
Do I want one?
How will I open the conference?
 - (3) Input
What information from my anecdotal notes do I want to present?
What part of the model do I want to teach in the conference?
 - (4) Modeling
Do the items I have selected for discussion need to be demonstrated for the teacher?
 - (5) Checking for Understanding
Does the teacher know what my objectives are?
Does the teacher understand what I am saying?
Can the teacher tell me what the conference was about?
 - (6) Guided Practice
Do I need to have the teacher practice something in my presence?
 - (7) Independent Practice
Can the teacher independently apply the ideas generated in the conference?

7. Plan ways to involve the teacher both covertly and overtly in the instructional conference. Use questioning techniques which enable you to check the teacher's understanding of the objective for the conference.
8. Apply the principles of learning in your instructional conference.
(Motivation, Reinforcement, Retention, Transfer)
9. Use and teach the vocabulary of the model and the principles of learning.
10. The instructional conference is the chief teaching tool of the principal and supervisor to bring about improved instruction. Schedule the post-observational conference as near to the time of the observation as possible, preferably the same day; certainly no later than the next day. An observation without a conference is of no value to the teacher.
11. Conclude your conference by:
 - a. Re-stating the objectives or by asking the teacher to do so.
 - b. Asking the teacher, "What are you taking away from our instructional conference?"

Revised 7/8/82

Conferencing

The "A" Conference - WHAT WENT WELL -

Objective: The teacher will have the opportunity to hear what s-he did well.

Purpose: To identify, label, and explain the teacher's effective instructional behaviors giving research based reasons for their effectiveness so that the teacher knows 1) what s-he has done 2) why it worked 3) and in future does it on purpose. —

The "B" Conference - OTHER SUCCESSFUL ALTERNATIVES -

Objective: The teacher will have the opportunity to develop alternatives to successful behaviors.

Purpose: To stimulate the development of a repertoire of effective teaching responses, so the teacher is not limited to those most frequently used.

The "C" Conference - LETTING THE TEACHER ANALYZE -

Objective: The teacher will have the opportunity to identify things that were not satisfying.

Purpose: To encourage teachers to identify those parts of a teaching episode with which they were not satisfied, so that in collaboration with the observer, strategies for reducing or eliminating future unsatisfactory outcomes will be developed.

The "D" Conference - WHAT WENT WRONG -

Objective: The teacher will select from alternatives generated, those teaching behaviors s-he might substitute for behaviors, perceived by the observer, as not effective.

Purpose: To identify and label those less effective aspects of teaching which were not evident to the teacher, and to develop alternative procedures which have potential for effectiveness. What went wrong?

The Neat "D" Conference - PRESCRIPTIVE -

Objective: The teacher will practice strategies identified by the observer that have potential for increasing the lesson's effectiveness.

Purpose: To provide explicit strategies for remediation. This may be as directive as:

- You need to improve
- I'll explain how
- I'll provide assistance
- Here is the time in which it must be done

The "E" Conference - STRETCH FOR EXCELLENCE -

Objective: The teacher will select the next steps in expanding his/her own professional growth.

Purpose: To promote continuing growth of excellent teachers.

"B" Conference Plan

Definition of the "B" Conference:

Objective: The teacher will be able to develop alternatives to successful behaviors.

Purpose: To stimulate the development of a repertoire of effective teaching responses, so the teacher is not limited to those most frequently used.

Objective for this conference: (Select only one or two skills)

The teacher will be able to _____

STEP 1: INTRODUCTION

--Plan a statement for greeting the teacher - Hi Line

--Plan a pleasant feeling tone statement - Feel Fine

--Plan to review the conference sequence for the teacher - Outline

STEP 2: DIAGNOSIS

--Design a question that will give the teacher an opportunity to reflect on his/her instructional skills that promoted students' learning during the observed lesson.

--Design a question that will narrow the focus to the instructional skill(s) for which other successful alternatives will be developed.

"B" Conference Plan

STEP 3: DEVELOPING ALTERNATIVES

- Write a statement to let the teacher know the skill(s) to be discussed in this step. (Remember to focus on one or two skills).

- Describe from your anecdotal notes the teacher's effective use of the skill(s).

- Prepare an explanation of its positive impact on this group of students.

- Explain why it's appropriate to develop alternatives. Prepare a statement that asks the teacher to develop alternative behaviors to those cited.

- Prepare suggestions of other successful alternatives to the identified skills.

- Check for the teacher's understanding.

HINTS FOR CONDUCTING A "B" CONFERENCE

1. Select teacher behaviors that were definitely successful in the lesson. Do not count improvement as an alternative.
2. Have a good rationale for developing alternatives:
 - need for variety in teaching
 - different classes respond differently
 - ability to have a repertoire in a given situation
3. Some appropriate categories for a "B":
 - positive reinforcement
 - motivational techniques
 - checking for understanding
 - mode of input
4. Use words like "more -- less" rather than "either -- or" in discussing alternatives.
5. Be sure to have alternatives prepared if the teacher doesn't.
6. If the teacher has a good selection of alternatives, there may be no need to share yours. No need to seem as though you have the answer.

"C" Conference Plan

Definition of the "C" Conference:

Objective: The teacher will have the opportunity to identify things that were not satisfying.

Purpose: To encourage teachers to identify those parts of a teaching episode with which they were not satisfied, so that in collaboration with the observer, strategies for reducing or eliminating future unsatisfactory outcomes will be developed.

Objective for this conference: The teacher will be able to analyze one or two teaching strategies that were not satisfying to him/her, and will develop other more satisfactory strategies.

STEP 1: INTRODUCTION

--Plan a statement for greeting the teacher - Hi Line

--Plan a pleasant feeling tone statement - Feel Line

--Plan to review the conference sequence for the teacher - Outline

STEP 2: DIAGNOSIS

--Design an open-ended question that will give the teacher the opportunity to reflect on his/her instructional skills that were not as effective in promoting students' learning during the observed lesson.

--Design a question that will narrow the focus of the teacher to an instructional skill for which you are prepared to develop solutions.

"C" Conference Plan

STEP 3: STRATEGIES FOR IMPROVEMENT

--Have the teacher explore other instructional skills to replace the unsatisfactory one.

--Be prepared to give the teacher data from your notes that will help him/her to assess the problem.

--If appropriate, teach the teacher the essential element of instruction that would improve that instructional skill. Be prepared to suggest specific instructional strategies to the teacher.

--From the suggestions generated, allow the teacher to select the one(s) which he/she will implement.

--Provide guided practice for the teacher to use the newly selected instructional skills.

Anecdotal Notes

Analysis

Tchr.: "During the last 3 days we have been discussing 'dimensions' and how they make machine drawings more meaningful. Today, we're going to continue our discussion, but now we'll look at some special dimensions called TOLERANCES. Who can tell me what a tolerance is from the reading you did in Chapter 6?"

Pupil: "Tolerance is the permissible variation in a given dimension."

Tchr.: "That's very good, Sue! A tolerance is the precise statement of the variations that can be permitted within any given dimension. Today, we will look at some examples of tolerances, then practice lettering some on the dimensioned drawings you made earlier this week. I'll be walking around the room to help you, check your progress and your finished results."

Pupil: "Are you going to grade our work?"

Tchr.: "This is just practice. I'll be grading future drawings which will show tolerance for machine parts. Let me demonstrate the meaning of 'tolerances' with the parts of a motor here on my desk. Any mass produced item like this motor must have interchangeable parts. Tom, can you tell me what is meant by interchangeable parts?"

Tom: "Like, if you have ten bicycles all made by one company. Parts from one bike will fit any of the other nine bikes as long as they were the same model."

Tchr.: "That's really a good illustration, Tom! That's an exact description of what is meant by 'interchangeable parts'. Interchangeability of parts is the key to the manufacture of inexpensive industrial products and machines like this motor. This interchangeability, however, would not be possible without tolerances in the dimensions of parts while they were being made. Effective size control with tolerances reduces costs while ensuring that the parts will fit together properly."

Terry: "Who decides how close the parts should fit? I mean, who says what tolerances should be used?"

Anecdotal Notes

Analysis

Tchr: "Good question, Terry. You've probably guessed that bicycles do not have to fit as closely as do the parts of a turbine engine or a dentist's drill. Engineers and designers must determine the permissible size variations while keeping in mind the function of the matching parts, and the production costs."

Tchr: "Let's look at an example of a machine drawing to get an idea of 'tolerances'. I'm going to use Monday's drawing of the pipe and base plate (places transparency of drawing on overhead projector). The drawing shows a steel pipe which will be placed in a drilled hole, then welded. Frank, do you think the two parts will fit if both are the same size?"

Frank: "No. It would be close, but it would not fit."

Tchr: "Right. Tell me, then, Jim, what must you do as the designer to 'show some permissible variation in the dimension?' "

Jim: "Find the tolerance?"

Tchr: "Right. What tolerance do you wish to use? Remember that these two pieces must be welded so space must be provided for the weld metal to flow between mating parts."

Sue: "125 thousandths of an inch should work based on the information supplied by the American Welding Society's handbook."

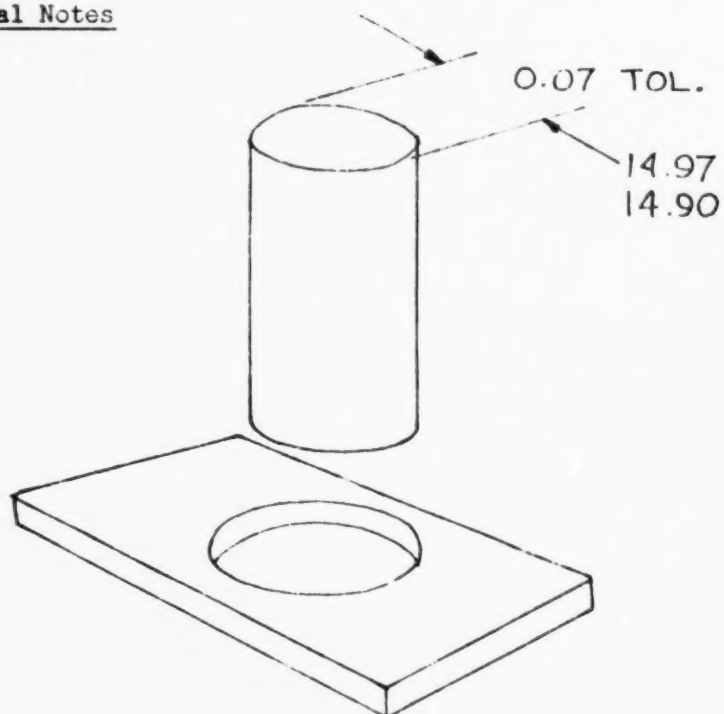
Tchr: "Good. Does everyone remember how to use the AWS reference handbook?"

Pupils: Several hands go up. Some students indicate they'd like to review the handbook.

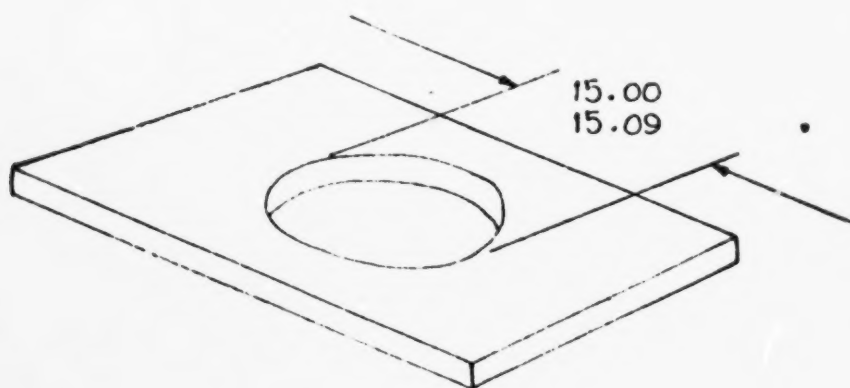
Tchr: "We'll get to that later. First, let's go back to 'tolerances'. The general practice is to specify the tolerance by the number of decimals in the dimension. Examples of this are: whole number (95) indicates a tolerance of 1.5 mm; one decimal place (95.5) indicates a tolerance of 1.0 mm; two decimal places (95.55) indicates a tolerance of 0.5 mm; three decimal places (95.555) indicates a tolerance of 0.25 mm."

"Now, let's see how these should be lettered on the drawing. . . .

Tolerances on a drawing of an external part like the steel pipe will have the larger tolerance as the top figure."



"Tolerances for an internal part will be drawn with the small tolerance on top. Therefore, the rule is that the top figure in the tolerance expression is the first size to be reached when the part is machined. The tolerance expression should be in the same form and with the same number of decimal places as the dimension."



Anecdotal Notes

Analysis

Teacher: "During this morning's class we are going to work with five different kinds of bandaging techniques. I will demonstrate them for you, you will have a chance to practice on a partner, then I will ask each of you to wrap each of the five types while I evaluate your work."

"It is quite likely that a medical assistant will be asked to change a bandage or dressing, or assist in bandaging a patient."

"A dressing is a sterile gauze square placed directly over the wound. If this is so, what do you suppose a bandage is used for?"

Pupil: "To hold the dressing where you put it."

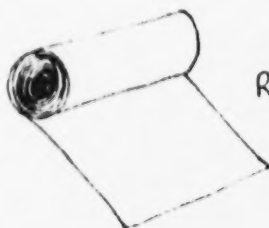
Teacher: "Very good Sandy. The bandage is used to hold a dressing in place. The American Red Cross divides bandages into five types. They are:

- | | |
|-----------------|----------------------|
| 1. roller gauze | 4. triangular cravat |
| 2. four-tailed | 5. muslin binder |
| 3. triangular | |

Melanie, where would you expect "roller gauze" to be used?"

Melanie: "Around an arm or leg?"

Teacher: "Very good. Roller gauze is used for bandaging extremities such as fingers, toes, arms and legs. It is a roll of gauze and is purchased in varying widths."

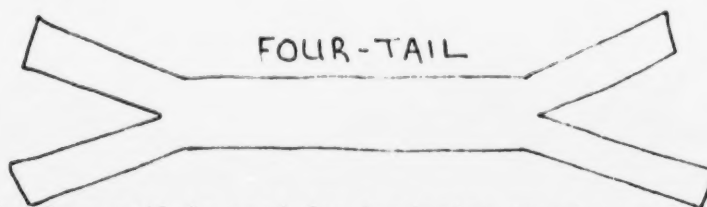


ROLLER GAUZE

"The roller gauze is also used in making the second type of bandage called the four-tailed bandage. The four-tail is simply a piece of roller gauze cut from each end until there is a center body and four tails. I'll draw a sketch of this on the chalkboard."

Anecdotal Notes

Analysis

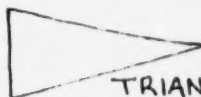


Teacher: "The four tail is used for bandaging wounds on the chin, jaw and nose."

"Before we go any further, I'd like to ask for two volunteers who will be willing to get bandaged. Thank you Sue and Cathy. First, Sue will attempt to place a roller bandage on Cathy's arm. Then, she will demonstrate the four-tail bandage."

Pupils: Demonstrate bandaging techniques with the teacher's help.

Teacher: "The third type of bandage we will practice is called the triangular bandage. This is a large triangle used for a sling for an arm. It can also be used to bandage the head, chest, back or shoulder. Kelly, please step to the front of the room. I'd like to show the class how a triangular bandage can be used as an arm sling."



TRIANGULAR

Kelly: Walks to front of room and demonstration takes place.

Teacher: "Are there questions so far on the bandaging methods we're using?"

"Next, we're going to use the triangular bandage in a special way to make the cravat bandage. Fold the triangular



CRAVAT

bandage as shown. It can then be placed over a knee injury like this. Kelly, do you mind if we use you again as a model."

Kelly: Steps nearer the teacher, and demonstration proceeds.

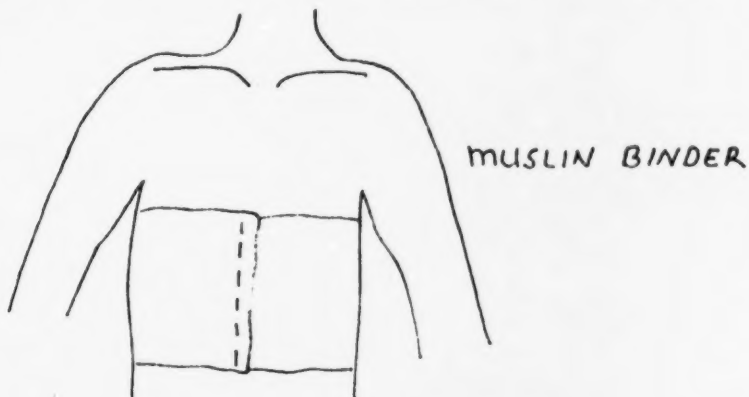
Teacher: "The last type of bandage we're going to demonstrate is the muslin binder. It is a wide piece of muslin used as a wrap around the abdomen or chest. It may be pinned in

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Anecdotal Notes

Analysis

Teacher: several places, but recently, Velcro is replacing pins on (cont'd.) most of the bandages you students will be using. The muslin binder acts as a cast to the mid-section of the body. I need a final volunteer. Cindy? Thank you."



Cindy: Participates in the demonstration.

Teacher: "Thank you, models, for your cooperation. Now, let's review the five bandaging techniques we've seen demonstrated today."

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Observer _____ Length of Observation _____
Teacher Mr. Johnson From _____ To: _____
School Blair Grade(s) 10 Subj. Auto
Date: _____ Pd. _____ # of Students: _____

Anecdotal Notes

Tchr. "O.K. class, let's start this morning's work with a new topic. Yesterday, we discussed lubrication systems and their problems. Today we're going to get into a new area -- hydraulic brakes -- both disc and drum systems. Does anybody know the differences between the two?

Pupils: Several hands go up.

Tchr. Good. I see that several of you do know the differences. That will be helpful when we talk about today's work. I'd like to know if you all read last night's homework assignment. Who read it?

Pupils: Two or three hands go up.

Tchr. O.K. Who can tell me the definition of the word, "hydraulic?"

Pupil. A moving liquid.

Tchr. That's pretty close. "Anything operated by the resistance offered or the pressure transmitted (Hey, you should be writing this down, 'cause it will be on Friday's quiz)! Let me say that definition once again. "Anything operated by the resistance offered or the pressure transmitted when a liquid is forced through a small tube." Got that? Any questions? Good.

Pupils: Some have stopped writing

Tchr. Now that you know the definition of "hydraulic," tell me how this system is used in a braking system in an automobile. Well, let's look. (puts a transparency of a view of the internal parts of a drum brake on the overhead projector) Here, you see a small tube with brake fluid in it entering a wheel cylinder of a brake. The cylinder fills with brake fluid. When the car's driver steps on the brake pedal, the master cylinder is activated causing the brake fluid to push against the wheel cylinder pistons --here. These pistons push on the... (Hey, John! Stop talking to Ed and pay attention! This is important. If you don't watch this, you will be lost when we go out to the shop in a few minutes)

Pupil. John and Ed stop talking and both look at the screen.

Analysis

Anecdotal NotesAnalysis

- Tchr. ...the pistons activate both brake shoes, and the shoes, in turn, press on the inside of the brake drum causing the wheel to stop turning.
- Pupils. Some have stopped paying attention and have begun looking around the room and out the shop windows.
- Tchr. Are there any questions?
- Pupil. What's that round thing there at the bottom of the picture?
- Tchr. That's called an automatic adjuster. When the car is placed in reverse gear, this lever here rides on the points of the "star" gear on the adjuster. This adjusts the brake closer to the drum. I'll demonstrate this to you when we go out into the auto shop area.
- Pupil. Could you say the definition of "hydraulic" again?
- Tchr. It's in the book. You must be one of the people in here who did not read the homework assignment last night. I want you to get a book and read it right now.
- Pupil. I didn't bring my book with me today. It's at home.
- Tchr. That's pretty good. Here's my book. Use it for today.
- Pupil. Makes no move to get book from teacher's desk.
- Tchr. (Turns attention away from student and back to the lesson.) O.K. Let's review what we learned today. Who can give me a definition for the word, "hydraulic?"
- Pupil. Recites difinition, more or less accurately.
- Tchr. Next question. What does brake fluid do?

Anecdotal Notes

Analysis

Pupil. pushes against brake shoes to stop the car.

Tchr. O.K. Let's go out to the workbench near the storage cabinets and look at a real hydraulic brake. We'll look at all the parts and as we discuss their functions, I want you to write them down in your shop notebooks. Remember Friday's quiz.

Tchr. & Pupils leave classroom and go out to the shop area where the demonstration begins.

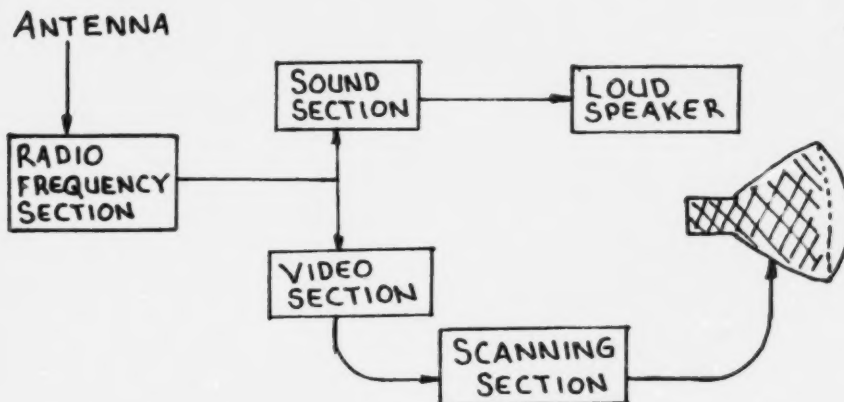
Anecdotal Notes

Analysis

Teacher: "Today, class, I'd like to present an overview of television receivers and talk about the major systems which work together to produce moving pictures. Keep in mind that these major systems will form the basis of all the T.V. troubleshooting we will be doing in the electronics lab."

"Do you have any questions about last Friday's assignment on oscillators?"

"If not, then look at the diagram on this handout sheet (teacher distributes hand-out showing the major divisions of the T.V. receiver)."



Teacher: "A television station like KDKA, for example, will broadcast or transmit a carrier wave at frequencies up to several hundred megacycles. This induces antenna voltages which first pass into the radio-frequency section of the T.V. set. Here, the voltages are amplified and changed into two lower (intermediate) frequencies. The portion of the signal on one of these intermediate frequencies goes through the

Anecdotal Notes

Analysis

Teacher: (cont'd.) sound section, eventually producing speech and music at the loudspeaker. The signal on the other intermediate frequency goes through the video and scanning sections to produce the lights and shadows which form moving pictures on the face or screen of the picture tube."

Pupil: "Are we looking at a color or black and white T.V. set?"

Teacher: "This theory will be applied to both. Now, the word 'video' refers to all the parts of the T.V. that carry that portion of the signal which results in variations of light and shade in the picture. Sometimes, certain video parts also carry other portions of the signal, but if used to amplify, detect, or otherwise act on the picture-producing portions, these parts take the name 'video.'"

"Does anyone have questions about the major sections or divisions of the television set?"

"If not, let's review what we learned, Toni. What function does the antenna serve?"

Toni: "It captures the carrier wave coming from the T.V. station."

Teacher: "Very good. Ken, what function does the R-F section serve?"

Ken: "R-F?"

Teacher: "Radio-Frequency section."

Ken: "I don't remember."

Teacher: "Joe, can you help him?"

Joe: "Uhhh. Let's see . . . Amplifies voltages and makes two lower frequencies."

Teacher: "What happens to the two frequencies? Linda?"

Linda: "One goes to the sound section to produce speech. The other goes to the video section to make the picture."

Teacher: "Right. Tell me, then, Sam, when you hear the term, 'video,' what does it refer to?"

Sam: "Pictures on television."

Teacher: "All the picture-producing portions of the T.V. system."

"Are there any questions?"

"Now, let's look at the various systems of the T.V. in depth. We'll begin with the picture tube .

Workshop Evaluation Form

DIRECTIONS: Please evaluate the effectiveness of this workshop by responding to the following statements. Circle the number that matches your response. Use the following rating scale:

1=Strongly Agree	3=Partially Agree	5=Strongly Disagree
2=Agree	4=Disagree	

The SRP workshop entitled, "Helping Disadvantaged Learners in Vocational Education Programs" provided me with ...

- | | | | | | |
|--|---|---|---|---|---|
| 1. a better understanding of the educational needs of disadvantaged learners. | 1 | 2 | 3 | 4 | 5 |
| 2. effective strategies to use when helping interns meet the needs of their disadvantaged students. | 1 | 2 | 3 | 4 | 5 |
| 3. effective pre-assessment techniques to determine the strengths and weaknesses of disadvantaged learners. | 1 | 2 | 3 | 4 | 5 |
| 4. effective teaching techniques for helping disadvantaged students in both classroom and laboratory situations. | 1 | 2 | 3 | 4 | 5 |
| 5. a variety of reference materials which provide valuable information for helping meet the educational needs of disadvantaged students in my home school. | 1 | 2 | 3 | 4 | 5 |
| 6. improved observation skills for helping PBTE interns. | 1 | 2 | 3 | 4 | 5 |
| 7. a better understanding fo my role as an SRP in the PBTE team | 1 | 2 | 3 | 4 | 5 |
| 8. a useful recording technique called, "Script Taping." | 1 | 2 | 3 | 4 | 5 |
| 9. improved skills for identifying the components of an intern's lesson plan | 1 | 2 | 3 | 4 | 5 |
| 10. improved conferencing skills. | 1 | 2 | 3 | 4 | 5 |

Additional Comments
